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Report to Carnegie UK Trust and CILIP on a two-stage study of the Carnegie and Kate Greenaway Shadowing Scheme

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Report to Carnegie UK Trust and CILIP on a two-stage study of the Carnegie and Kate Greenaway Shadowing Scheme

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1

Acknowledgements

Contents

1.   Introduction

1.1   Shadowing the Carnegie and Kate Greenaway Children's Book Awards

The Chartered Institute of Library and Information Professionals (CILIP) organises the CILIP Carnegie and Kate Greenaway (CKG) Children's Book Awards. CILIP also manages the accompanying CKG Shadowing Scheme and its associated website, which librarians and other group leaders and group members can use to support reading and foster young people's enjoyment of reading. In order to explore the potential of this scheme, build on previous evaluations and make recommendations regarding development, two studies were commissioned in 2011 and 2012, funded by Carnegie UK Trust. The 2012 study built substantially on the research carried out in 2011 and is therefore better regarded as the second phase of a continuing project. The combined results of both phases are presented in this report and we refer to these, respectively, as Phase 1 and Phase 2.

1.2   Remit of the commissioned research

The tender for the Phase 1 study, termed a 'scoping' study, stated that the outcome of this should be:

> A scoping report to inform future web developments and the shape of the shadowing scheme to maximise participation. The report will lead to a bid for research funding from the Carnegie UK Trust.

This initial phase of the research provides evidence of the impact of shadowing on those participating, in particular identifying:

- benefits to group members and impact on their reading habits and lives
- benefits to group leaders managing reading groups
- the potential effectiveness of shadowing as an advocacy tool for school and public librarians

After submission and acceptance of the report of the Phase 1 'scoping' study, we were awarded funding for a second phase of research that responded to emerging insights from Phase 1 and built upon CILIP's long-term plans for the shadowing scheme. CILIP were particularly interested in increasing participation in the scheme and developing strategies to engage 'hard-to-reach' groups. In addition they sought to gain further ideas and evidence that might lead to web developments and to the design of a Toolkit for group leaders.

The Phase 2 research aims to:

- provide an in-depth exploration of shadowing practices within six case study shadowing groups working in diverse contexts, including groups identified as 'hard-to-reach'
- focus particularly on the further investigation of significant aspects of shadowing identified in Phase 1, including the potential benefits of group discussion, potential benefits of shadowing on young people's writing, the role of group leaders, and the relationship between shadowing and English/literacy lessons
- add to, and help to contextualise, evidence of the benefits of shadowing to group members and group leaders identified in Phase 1
- provide evidence of shadowing practices that may be drawn on in promotional activity and in the design of a group leader Toolkit
- contribute to the development of a dissemination and promotion strategy for the scheme, to be led by CILIP

- help to inform future developments of the shadowing scheme (work to be led by CILIP based on findings from the research)

Across Phase 1 and Phase 2, then, the research seeks to document diverse group practices, young people's engagement in shadowing and the roles and strategies adopted by their group leaders. It also seeks to offer sufficient detail and depth to allow a variety of outcomes to be developed, and a variety of publications to be created that effectively target and influence different audiences.

The research and its outcomes are discussed in the report as follows:

BACKGROUND

Chapter 1: introduction (the present chapter)

Chapter 2: the wider context for the research, including policy and practice on 'reading for pleasure'.

Chapter 3: the methodology adopted in both research phases.

THE BIGGER PICTURE

Chapter 4: an analysis of previous reports and surveys – these largely comprise surveys of group leaders and young people in 2004, 2007, 2008, 2009 and 2010. The analysis seeks to identify recurring issues in the eyes of participants and to document the unfolding trajectory of the scheme.

Chapter 5: an analysis of the CILIP database focusing on 'web-active' groups – these are groups in which group leaders have logged on to the shadowing site at least once in 2011. The analysis provides broad demographic and other information on these shadowing groups.

Chapter 6: an examination of two activities – 'Have your say' and 'Ask the author' – from the shadowing website. 'Ask the author' data were selected for analysis as an example of this type of web development, to ascertain its use and potential.

SHADOWING IN PRACTICE

Chapter 7: group leaders' perceptions of the shadowing scheme – an analysis of interviews and observations of shadowing meetings, providing feedback from group leaders on the scheme and how it may be used.

Chapter 8: shadowing and young readers – an analysis of interviews and observations of shadowing meetings, providing evidence of group members' engagement in shadowing and of a wide range of perceived benefits for young readers.

Chapter 9: the distinctive role of shadowing group leaders in developing young people's reading – an analysis of interviews and observations of shadowing meetings and English lessons, documenting group leaders' management of shadowing and their potentially distinctive support for reading for pleasure.

Chapter 10: diversity and hard-to-reach groups – a discussion of shadowing practices with a particular focus on six case study groups. These provide evidence of the flexibility and adaptability of shadowing and its potential in diverse contexts that, in combination, reflect a range of 'hard-to-reach' characteristics.

CONCLUSION AND RECOMMENDATIONS

Chapter 11: summary of main findings, and conclusion.

Chapter 12: recommendations for future action, including extending the reach of the shadowing scheme.

2. The wider context: reading for pleasure

It is generally recognised that wider reading urgently requires a higher profile in education to raise both attainment and achievement. International studies suggest that children in England continue to read rather less independently and find rather less pleasure in reading than many of their peers in other countries (Twist et al, 2003; 2007). In the 2006 *Progress in International Reading Literacy Study* (PIRLS) reading attainment fell significantly in England and only 28% of the English children reported reading weekly compared to an international average of 40% (Twist, Schagen and Hodgson, 2007). These results are largely in line with other studies such as the *Programme for International Student Assessment* (PISA) (OECD, 2002) which revealed that nearly 30% of English 15 year olds never or hardly ever read for pleasure; 19% felt it was a waste of time and 35% said they would only read if they were obliged to do so. This was despite high average scores in terms of attainment. The PISA (OECD, 2009) also showed continued deterioration in enjoyment of reading, in contrast to a survey carried out by the National Literacy Trust which suggests the decline may have halted, although this research indicates that the gender gap continues to widen and book ownership in children and young people has fallen (Clark and Douglas, 2011). Additionally, another national study (Maynard et al., 2007) indicates that those in the 11-13 age range in the UK are much less likely to choose to read and find pleasure in reading than their younger peers.

This represents cause for concern, not least because as PISA has shown:

> Being a frequent reader is more of an advantage than having well educated parents
>
> Finding ways to engage students in reading may be one of the most effective ways to leverage social change

(OECD, 2002: 3)

It is vital therefore that different professional groups work together to foster reader development and encourage pleasurable engagement in reading. Wider reading for pleasure has recently been afforded a higher profile within the UK. This is evident for instance in the new draft National Curriculum for England and for Wales and the forthcoming 'Read for my School' competition targeted at 9-11 year olds in England. It is also recognized within the Literacy and English section of the Curriculum for Excellence in Scotland and in English with Media Education in the Northern Ireland Curriculum. The extent to which these curricula can help to raise the profile and practice of reading for pleasure is not known. What is clear however is that whilst many schools already support the wider reading agenda and seek to honour and expand young people's choices, many other primaries and secondaries have yet to attend to reading for pleasure in a planned and rigorous manner. Ofsted (2012: 29) are critical of this issue and summarise their evidence from the last three English surveys as follows:

> In too many schools there is no coherent policy on reading overall; schools put in place numerous programmes to support reading, especially for weak readers, but do not have an overall conception of what makes a good reader. In recent years the view has developed, especially in secondary schools, that there is not enough curriculum time to focus on wider reading or reading for pleasure.

The inspectorate go on to further critique practice at ages 11-14 years, the main age phase of the CKG Shadowing Scheme, and also state that 'too few schools gave enough thought to ways of encouraging the love of reading, and a sizeable minority of pupils failed to reach national expectations in reading' (Ofsted, 2012: 6).

It is clearly not enough to share enthusiasm, to read aloud occasionally, to buy in new books and hope for the best. Teachers and librarians arguably need to work together to investigate their students' needs and practices; carve out time; read widely themselves in

9

order to be able to make recommendations; and explore ways to build richly reciprocal reading communities amongst staff, students and parents. As well as offering supported choice, it is a professional responsibility to introduce young people to new and classic fiction and poetry. Ofsted have commented that the most successful schools afford a high profile for reading for pleasure in English (Ofsted, 2011). This is challenging however in an accountability culture in which standards are foregrounded: it is recognized that the 'standards agenda' in education tends to have dominated the curriculum, with accountability and assessment taking precedence over pleasure and enjoyment (Frater, 2000).

Since the inception of an earlier initiative, the National Literacy Strategy (NLS) (DfEE, 1998), and the revised National Strategies (DfES, 2006), concerns have also been voiced about the ways in which children's literature has been positioned and may be used in the classroom. In particular the practice of relying upon extracts, downloaded or purchased, has been heavily criticised (Dombey, 1998; Sedgwick, 2000; King, 2001). Writers too have articulated their concerns that their works are being subjected to inappropriate levels of analysis and that as comprehension and assessment are seen to dominate over reading and response, this may lead to reduced pleasure in the text and adversely influence children's desire to read (Powling, 2003; Powling et al., 2005).

There has also been a sense that teachers' own creative uses of literature have been subjugated to a centralised system for teaching literacy (Grainger et al., 2005; Martin, 2003) and that their confidence in knowing and using children's literature is limited. This was highlighted in a UKLA survey which revealed that, whilst primary phase professionals are adult readers of fiction and recognise the deep imaginative value which literature can offer, their knowledge and use of children's literature is limited (Cremin et al., 2008a). The 1200 teachers in this survey relied on a canon of authors and their own childhood favourites and had particularly inadequate repertoires of poetry and picture fiction: 22% of the sample could not or did not name a single poet and 24% could not or did not name a single writer/illustrator of picture fiction (Cremin et al., 2008b). Arguably, such teachers, 85% of whom reported relying upon their own repertoires to select books for school, were not sufficiently knowledgeable to introduce children to contemporary literature and, the survey responses suggest, were using fiction and poetry as a resource for instructional purposes. They were heavily dependent upon 'celebrity' authors, such as Roald Dahl and J.K. Rowling, at the expense of a wider range and were not in a position to motivate readers through their own knowledge of children's literature.

It is in this context that the CILIP CKG Shadowing Scheme sits; at its core it involves reading and reviewing books and is connected to well-respected long-standing awards which draw on the expertise of experienced and knowledgeable librarians (Butler, Simpson and Court, 2011). As these authors note, the Carnegie Medal is the UK's first and arguably the most admired award for children's literature in Britain. In 2007 the Carnegie Medal celebrated its 70th anniversary and the Kate Greenaway its 50th. The shadowing scheme, which focuses on shadowing the shortlists for the awards, was established in the early 90s. It has a dedicated website, and represents a potentially rich educational opportunity that affords scope for developing readers and reading for pleasure, as well as profiling the role and value of librarians and of CILIP nationally.

With the demise of the National Literacy Strategy infrastructure (April 2011) and a severe reduction in Local Authority literacy personnel, there is a relative vacuum in England at least with regard to support for literacy. It is therefore particularly crucial that librarians seek every opportunity to work with teachers at this time in order to ensure that across the UK young people are supported to develop increased pleasure in reading. In England, in the primary sector, the emphasis on the Key Stage One Phonics Check has the potential to lead to a more disconnected and atomistic approach, one which profiles decoding at the relative expense of reading for meaning and developing pleasure in the process. In

Scotland, integrating provision within the new Curriculum for Excellence also affords challenges and has the potential to sideline wider reading. So at local and national levels, librarians and the CILIP CKG Shadowing Scheme have an important role to play.

However, arguably, the inspectorate does not fully recognize the potential of this role. For example, in *Moving English Forward* Ofsted (2012) claim that their evidence suggests it is now time to take more practical steps to improve provision for reading in schools. But they suggest that:

> A successful approach employed in some schools has been to appoint a reading advocate or coordinator. This is normally an English specialist, since they are expected to advise on reading within the English curriculum. This would involve keeping their own reading up to date, including knowledge of what has been published for children, and advising on texts to be used in English lessons. However, it should also encompass a broader brief involving reading across the school. As such, it might involve working with the school librarian, and advising teachers in other subject areas how they might encourage reading for pleasure across the curriculum, as well as leading on whole-school reading initiatives and evaluating the impact of school measures.

> (Ofsted, 2012: 29)

CILIP might well profile more highly the role of librarians as key advocates for reading. They have argued (CILIP, 2011) that young people should be entitled to:

> … support from designated library staff with extensive knowledge, enthusiasm and experience to advise, encourage and inspire wider reading and reading for pleasure to ensure fair provision for all.

Such support however is far from secure in the context of reductions in library spending and the relative absence of trained librarians at the primary phase (e.g. School Library Association (SLA), 2012). Notwithstanding these difficulties, in this study of the CILIP Carnegie and Kate Greenaway Shadowing Scheme, the role of group leaders, who were mostly though not exclusively librarians, is found to be significant. They are, as will be seen, not only highly skilled advocates for the shadowing scheme and for reading for pleasure, but are also highly skilled facilitators in shadowing group discussions.

3.   Methodology

As discussed above, the research ran across two phases, Phase 1 (in 2011) and Phase 2 (in 2012), and we include evidence from both phases in this report. Across these phases, the research undertook two broad tasks: an investigation of the 'bigger picture' of CKG shadowing, and a closer and more contextualized exploration of 'shadowing in practice'. These different aspects of the research are discussed below.

In parallel to Phase 2 of the research in 2012, CILIP produced a promotional video that included footage from shadowing groups in several UK regions. We set out briefly below how this related to the research.

We then discuss the collection and analysis of original research data and the profile of groups who participated in the research.

3.1   The bigger picture

Included in this part of the research are a review of previous national surveys (discussed in Chapter 4), and evidence from the CILIP database of 'web-active' groups (discussed in Chapter 5). These provide large-scale and mainly quantitative information allowing the identification of general patterns in the distribution of shadowing groups, their composition and some of their characteristics; the views of group leaders and group members; and some of the activities they report engaging in.

We also include under this heading a review of responses to web activities (discussed in Chapter 6).

This research, which was conducted as part of the Phase 1 study, provides information on shadowing at a national level, and also serves as a back-drop for our more detailed study of shadowing in particular groups.

3.2   Shadowing in practice

In order to provide a more in-depth focus on how shadowing groups work, we interviewed group leaders and visited a small number of groups. This represents a new feature not utilised within previous evaluations or studies and builds on valuable case studies created by CILIP for the group leaders' section of the shadowing site.

This aspect of the research provides mainly qualitative information on how groups work, and the views of group leaders, and group members, in particular contexts. The findings are discussed in relation to perceptions of shadowing (Chapter 7), group members (Chapter 8), the role of group leaders (Chapter 9), and diversity and hard-to-reach groups (Chapter 10).

Some of the initial work under this heading was carried out in the Phase 1 study, followed up in greater detail in Phase 2.

3.3   A note on the CILIP video

The production of the CILIP promotional video coincided with Phase 2 of the research and consultation was therefore possible on these two projects. While the video did not form part of the research, it was clear that in both the video and Phase 2 of the research we were collecting material that might have wider and overlapping use – e.g. in promotional activity, conference presentations, and the development of a group leaders' toolkit. CILIP and the researchers therefore collaborated to provide an effective distribution of shadowing groups across both the research and the video. Material collected for the video included shadowing group meetings and interviews with group leaders and group members. In planning interviews, CILIP took into account the questions that made up the research interview schedules. Video rushes have since been made available to the

researchers and, while the video clearly has a different function, extracts from meetings and responses to interview questions illustrate phenomena that are broadly consistent with our research findings. Video extracts may therefore be used as illustrative in future research presentations.

3.4 The collection and analysis of original research data

3.4.1 Phase 1 data collection

Working with colleagues at CILIP, we identified a sample of 27 shadowing groups designed to reflect the diversity of groups across the UK. We carried out interviews with the leaders of these groups.

We also visited four of the groups in different CILIP regions (one visit to each group). We collected information from group members (either group interviews or the completion of questionnaires – see details below); observed shadowing activities; and where relevant interviewed other staff involved in shadowing.

3.4.2 Phase 2 data collection

Working again with CILIP, and taking account both of evidence from Phase 1 and the parallel collection of video data, we identified six case study groups to work with more closely. Two of these came from our original sample of 27 groups in Phase 1, although they had not been visited as part of Phase 1. Four were new groups. We made at least two, and in most cases three visits to each group. We carried out interviews with group leaders, and where relevant with other staff involved in shadowing. We also collected information from group members (as in Phase 1, either in group interviews or in the completion of questionnaires). We observed shadowing group activities and, in three schools, observed English/literacy lessons; and we interacted informally with participants. We collected other relevant information (e.g. any materials used in shadowing)[1].

The selection of these case study groups was designed to ensure as diverse a range as was possible (given timing and other practical constraints) along several dimensions: geographical location; shadowing Kate Greenaway as well as Carnegie; including a primary school as well as secondaries; including a social and cultural mix across the sample; mixed gender groups, including a reasonable number of boys; including a range of abilities across the sample.

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[1] Our initial design for the Phase 2 study included eight case study groups, whom we intended to visit three times across the shadowing period. We reduced the scope of the study in line with the funding received. Our sample was reduced to six case study groups, which we were funded to visit twice. We obtained some additional Open University funding that allowed us to make three visits to five groups, and where practicable to include observation of an English lesson participated in by some members of the shadowing group.

Table 3.1 Data collection in Phase 1 and Phase 2

Group data collection	Phase 1	Phase 2
Group leaders Interviewed	27	6[1]
Groups visited	4	6
Other participating staff interviewed	2	3[2]
Group members participating in group interviews	19	30
Group members completing questionnaires	61[3]	9

Notes:

[1] – these include two leaders of groups that were part of our sample of 27 in Phase 1. In one case, the group leader had changed and the new group leader was interviewed. In another case we re-interviewed the same group leader.

[2] – in addition a parent volunteer helper was interviewed.

[3] – the large number here is because a secondary school in Phase 1 of the research was running a whole-day event for 11-12 year old students, most of whom completed the questionnaire

3.4.3   Interviews with group leaders and other staff

Semi-structured group leader interviews were carried out face-to-face (for most of the groups we visited); by telephone (15 interviews) and by e-mail (9 interviews). In two Phase 1 groups and three Phase 2 groups we also carried out semi-structured interviews with English teachers and also with one volunteer parent helper who took part in shadowing although they were not group leaders.

3.4.4   Interviews with group members

We had intended to carry out semi-structured group interviews with members of the groups we visited, led by prompts in a brief questionnaire, however the timing of events made this difficult in some groups in which tight secondary timetables prohibited additional time being set aside for this work, especially where there were mixed age groups. Where it was not possible to arrange group interviews, group members completed the questionnaire individually and in writing.

In Phase 1:

Members of one secondary school group took part in a group interview

In a primary school, a group interview was carried out with a sample of eight children from the nursery/reception class to Year 3 (7-8 year olds). Six older children (Years 4-6, ages 8-11) completed the questionnaire individually and in writing.

In two secondary schools group members completed the questionnaire individually and in writing.

In Phase 2:

Members of four secondary groups took part in a group interview.

Some members of one primary group completed questionnaires individually and in writing and some took part in a group interview.

Members of a secondary school group completed questionnaires individually and in writing.

3.4.5 Observing and recording activities

Observations of shadowing activities (meetings, in one case an assembly) and, in three schools, English lessons, were carried out using an open-ended observation schedule. These were then developed into field notes for later analysis. We also made audio-recordings of observed events. Audio-recordings were transcribed. Transcripts, along with the recordings and field notes, were reviewed for the identification of themes. In Phase 2, additionally, extracts were selected for closer transcription and further detailed analysis.

Qualitative analysis of this body of data (interviews, questionnaires, observations and recordings) allowed us to identify several major themes, which we discuss in Chapters 7-10. More detailed analysis of audio-recorded data and transcripts allowed a closer focus on the conduct of group meetings, including the quality of group discussion, discussed in Chapters 8-10.

3.4.6 The status of data collected from shadowing groups

All the groups we worked with across Phases 1 and 2 were currently active: group leaders had chosen to take part in shadowing and most group members had chosen to attend shadowing sessions, in many cases giving up their lunch hours or staying after school to do so. It is to be expected, therefore, that such groups will be likely to feel positive about shadowing, though in fact group leaders raise some specific concerns which we detail in Chapter 7. Case study groups, in particular, represent various forms of 'good practice' (i.e. indicating how shadowing may work effectively in different ways and in diverse contexts). The value of such evidence is precisely that it illustrates the perceptions and practices of currently active shadowers, including some suggestions for improvement. It shows what shadowing can do, and evidence of the possibilities offered by shadowing is compelling. What we have not been able to do, however, is research people who have dropped out of shadowing, or taken a look and decided not to sign up. We do not therefore have firm evidence of why shadowing may have limited appeal to certain people, or groups of people. This needs to be taken into account in interpreting our findings.

3.5 Research group profiles

Our total sample of 31 shadowing groups across both research phases reflects the geographical spread of groups across the UK. We have a larger number of groups in London, the South East and the South West (16 groups across these three regions) but we were able to include at least one group from each English region and from Scotland and Wales. Groups ranged from those that had been part of the shadowing scheme for several years, to those that had registered more recently (the most recent in 2011). All groups were located in schools, with 24 led by a librarian/information professional and four by a teacher. Of the remaining three, one was led by a member of the school support staff working with teachers; another was led by a member of staff who was both a teaching assistant and a librarian; the third had a librarian as coordinator, with the group itself led by a teacher who was also our main interviewee. We included groups in 26 secondary and five primary schools. Two secondary schools were carrying out activities across primary and secondary phases (collaborations with their feeder primaries). Most of the schools (26) were state schools; five were independent. All the case study schools visited as part of Phase 2 were state schools. Groups ran throughout the school age range (from nursery/reception to upper secondary), with numbers peaking at ages 11-14. Most groups (24) were shadowing the CILIP Carnegie Medal, with 11 shadowing the CILIP Kate Greenaway Medal. Four of the schools shadowed both awards, sometimes with different groups of young people.

When shadowing was integrated into the curriculum, in mixed schools it involved both girls and boys. However when shadowing was a separate activity, such as a reading group, the Phase 1 research indicated that groups tended to involve many more girls than boys,

even when they were meant to be mixed groups. There may be a direct association with gender (reading, and particularly fictional reading, is often seen as a girls' activity). There is also an association between gender and ability/attainment in literacy – we found at Phase 1 that Carnegie, in particular, is associated with high-ability readers, and these are more likely to be girls (for national trends in gender and reading see e.g. Clark and Burke, 2012). At Phase 2 we sought to introduce greater diversity in the composition of our case study groups, including mixed gender groups (two with more boys than girls); mixed ability groups, and one with low ability in literacy; and a broader range of cultural backgrounds (see also Phase 2 case study group profiles below).

Below we provide a brief note on each of the groups we visited.

3.5.1 Phase 1 study

One visit each was made to the following four groups:

- A reading group in a girls' secondary school in the West Midlands, with a high number of ethnic minority students. The group shadows the CILIP Carnegie Medal. It is run by an English teacher, with an active membership of up to 15 students in Year 8 (aged 12-13 years) (seven were present at the meeting we observed).

- A reading group in a mixed independent school in the South West of England shadowing the CILIP Carnegie Medal from the long list through to the final decision. The group is run by a librarian, with an active membership of up to 20 members in Years 7-10 (aged 11-15 years), who met in two subgroups (11 were present in the meeting we observed, drawn from both sub-groups)

- A Year 7 (aged 11-12 years) Kate Greenaway Day held in a girls' independent school in the North East of England, run by the school librarian but also involving teaching staff. 55 girls participated in the event.

- A whole-school initiative in a mixed-gender primary school in the South East, with children from a range of cultural backgrounds. The school shadows the CILIP Kate Greenaway Medal. Shadowing takes place from nursery/reception – Year 6 (aged 5-11 years) - and is integrated into the curriculum. The initiative is coordinated by a member of the support staff but involves teaching staff for all classes.

3.5.2 Phase 2 study

In the Phase 2 study we visited our six case study groups: mainly three times, in one case twice; in some cases we observed group members in an English lesson as well as in their shadowing groups. These groups are:

- A mixed-gender reading group (more boys than girls) in a comprehensive school in Scotland. The school includes students from a mix of cultural backgrounds. The shadowing group is made up of 24 S1-S3 (aged 11-14) students. It is led by the school librarian and three English teachers also attend meetings. The group shadows the CILIP Carnegie Medal. We made three visits to the group.

- A mixed-gender (though only one boy) and mixed-ability reading group in a comprehensive school in North East England. Students are mainly white British. This is a group of 15 older students – Year 10-13 (aged 14-18). The group is led by the school librarian, and shadows the CILIP Carnegie Medal. We made two visits to this group.

- A mixed-gender and mixed-ability group in a comprehensive school in the East Midlands. The school includes students from different cultural backgrounds and has a relatively high number of students eligible for free school meals. The group has 14 members in Years 7 and 8 (aged 11-13). It is shadowing both the CILIP Carnegie and

17

Kate Greenaway Awards and is led by the school librarian. We visited this group three times.

- A mixed-gender junior school in an inner-city area of London. Most children come from British-Bangladeshi backgrounds. A relatively high number have learning difficulties. The school librarian supports the school's shadowing of the CILIP Kate Greenaway Medal. Year 4 children participated in 2011 and a Year 5 (aged 9-10) low ability literacy set participated in 2012. Shadowing is integrated into the curriculum. We visited this group three times.

- A mixed-gender group of Year 7-8 (aged 11-13) students in a comprehensive school in South East England. The school includes students from a range of cultural backgrounds. The school librarian, who runs the shadowing group, describes group members as 'very able' in terms of reading ability. They are shadowing the CILIP Carnegie Medal. We made three visits to this group.

- A mixed-gender group (though with only one boy) in a comprehensive school in a rural area of the South West. Most students come from a white British background. The group is mixed-age (Year 7-10, aged 11-15). It is run by the school librarian and is shadowing the CILIP Carnegie Medal. We made three visits to this group.

Chapter 10 provides more information on these diverse case study groups.

3.5.3   Video groups

Groups featured in the CILIP video include:

- A group in a mixed-gender secondary school in Scotland. The school has a regular book group that has been joined by a S2 (11-12 year old) class to shadow the CILIP Carnegie Medal. The shadowing group is run by the librarian with the participation of the English teacher for the S2 class.

- A mixed-gender secondary academy in the East Midlands, established recently and serving an area previously identified as having low educational outcomes. The school librarian runs three shadowing groups: a mixed-ability Year 10+ (14+ year old) group who meet during tutor time and shadow the CILIP Carnegie Medal; a mixed-ability after-school group for all students, shadowing CILIP Carnegie and Kate Greenaway Awards – the group is attended mainly by students in Years 7-8 (11-13 years old), but has a few older students; a class of Year 7 (11-12 year old) students identified as having moderate learning difficulties, shadowing the CILIP Kate Greenaway Medal.

- A reading group in an English-medium mixed-gender Catholic comprehensive school in Wales. The school takes students from a broad range of socio-economic backgrounds and with a wide ability range. The reading group is run by the school librarian. Members have been meeting for three years and are now in Year 9 (13-14 years old). They are shadowing the CILIP Carnegie Medal.

- A group in a mixed-gender Year 6 (10-11 year old) class in a primary school in London with a relatively high number of students from ethnic-minority backgrounds. The group is shadowing the CILIP Kate Greenaway Medal for the first time in 2012. It is run by the Assistant Head Teacher. The group was not visited but members sent clips from their 'video diary', which were used in the video.

Figure 3.1 below shows the geographical location of all groups who featured in the video or who were visited as research groups for the Phase 1 and Phase 2 studies.
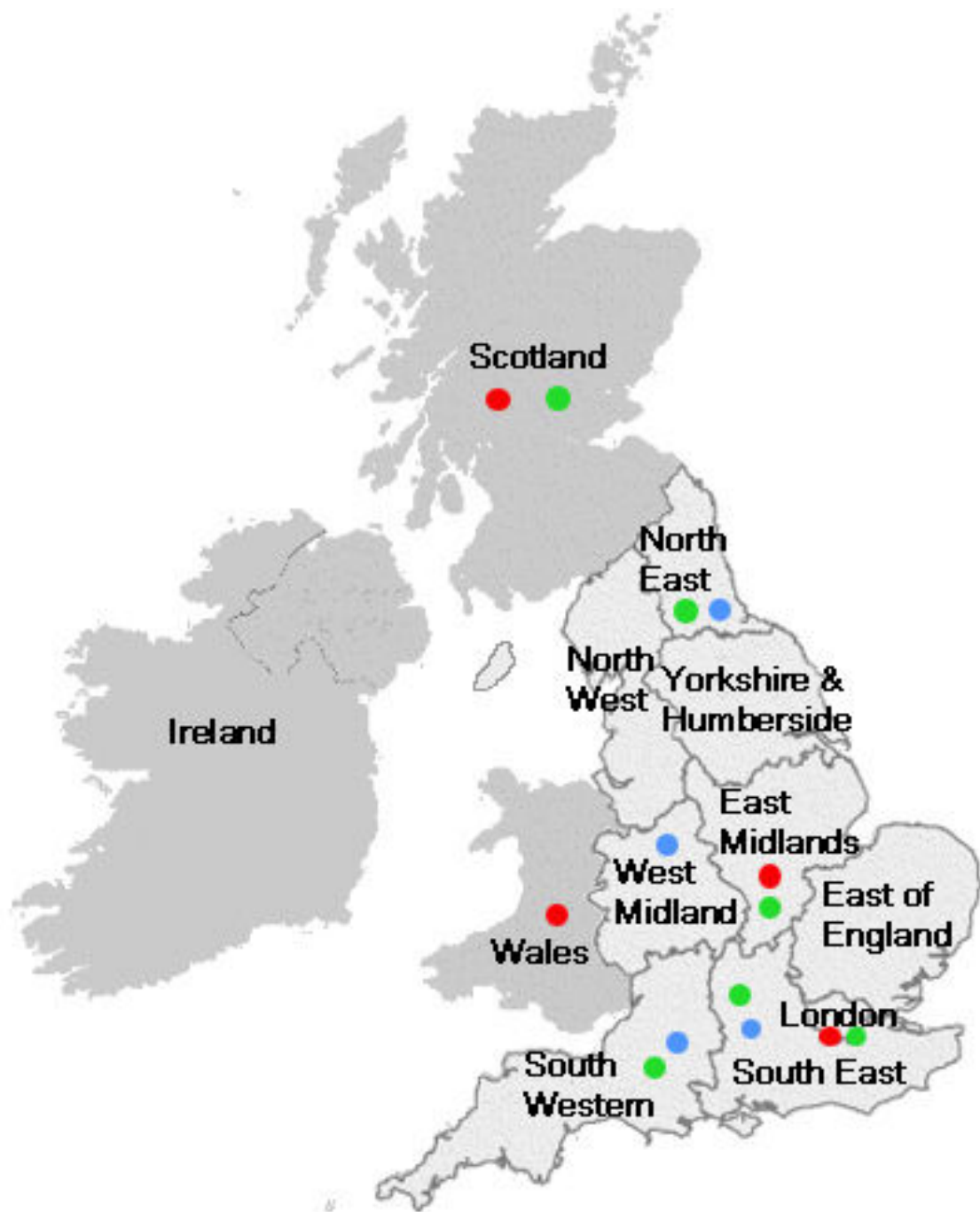
Figure 3.1 Map of CILIP regions showing the location of research groups visited, and video groups

Note:

Blue = research groups visited in the Phase 1 study
Green = research groups (case studies) visited in the Phase 2 study
Red = video groups

A note on the citation of data in the remainder of the report

In the discussion of data analysed in the research, we observe the following conventions:

While we give the geographical location and sometimes other information on schools, individual schools are not identified. We refer to case study schools (in Chapter 10) by letter, running from north to south: A is our northernmost school in Scotland and F our southernmost school in South West England.

In the transcripts cited in the report, group discussion is transcribed verbatim. We have used some punctuation to make transcripts easier to read but we have retained spoken language features, such as repetition, hesitation and false starts. We have not transcribed overlapping speech as this can be difficult to read, but we indicate significant overlaps. Such features are routine in spoken interaction, particularly in informal contexts.

In three longer transcripts where we need to refer to particular speaking turns, we number turns sequentially.

We give initials to indicate speakers: L = librarian; T = Teacher; I = interviewer; other letters refer to group members' names (these are always pseudonyms).

On those rare occasions where names of participants are cited in the report, these are pseudonyms.

In the case of children's writing, this has been included with their original spellings.

Because the shadowing groups we studied are in schools, group leaders and other staff often use educational year groups to refer to their ages. Conventions here differ in different parts of the UK. Where we cite such information directly we provide a gloss. Otherwise we have translated year groups into age ranges.

4. Reviewing the past: critical reflection on previous reports and surveys

For the Phase 1 Study it was agreed that the previous reports (2004 and 2007) and the annual evaluations (2008, 2009 and 2010) would be read and reviewed to provide a snapshot summary of common trends across these years and to contextualise the analysis of the new Phase 1 research data. Some of the previous surveys were advertised on the shadowing website, (with an e-mail alerting group leaders to them), some were in part paper based.

There are key themes that are relatively consistently indicated and also some key challenges with this dataset which we raise. Recommendations are also offered in the light of this review of past reports and surveys.

4.1 Key challenges

The recent annual evaluations are open surveys and thus draw on diverse numbers of respondents in different years. For example in 2008 there were 246 shadowing group leader surveys submitted and 382 shadowing children surveys, but in 2009 there were responses from only 136 group leaders and 106 shadowing children. In addition to the varied size of these surveys and the low response rate (which may represent less than 5% of those involved), the degree to which the respondents represent the wider population of those involved is not known. It is possible that those taking the time to reply are positively inclined towards the scheme, thus potentially biasing the data.

Additionally, most of the questions are multiple choice questions which inevitably 'frame' the possible options for respondents and are not able to reveal any degree of depth or detail. For example one commonly used question asks the group leaders if their intended outcomes for the work were realised. A high percentage respond affirmatively each year, though it may be that the leaders are just voicing a general sense of satisfaction with the scheme. The data do not reveal the nature of their intentions with respect to shadowing. Additionally, in relation to the survey data on young people, in 2010 50% of the respondents agreed they liked talking with others about books 'a lot', however there were only 106 respondents and these were likely to be positive about their group as they had chosen or been supported to go online and complete the survey. This does not invalidate their views, but does suggest that future surveys should include a wider range of respondents where possible.

4.2 Key themes

Notwithstanding such concerns, it is clear that a number of points are reiterated year on year and that CILIP has been highly responsive to the views expressed by the respondents. The reports commonly reveal that the predominant age range in these years was 11-14 and that many more groups shadowed the CILIP Carnegie Medal than the CILIP Kate Greenaway Medal.

The vast majority of the young people in these surveys report that they:

- Enjoy reading the short-listed books;
- Enjoy placing reviews on the web and reading others' reviews;
- Read books they would not otherwise and make more time to read during the scheme;
- Feel more confident about talking about texts and think more deeply about these texts.

Many also report that they:

- Get to know their group leader through the scheme;

- Enjoy meeting other readers from other schools through the scheme.

Whilst it is clear that the young people agree the CILIP CKG Shadowing Scheme widens their reading through being introduced to new writers (new to the young readers that is), it is not known whether these readers then go on to read more widely, or plan to read more of the shortlisted authors' books. In addition, there are no data in these surveys that indicate whether the young people perceive their writing benefits, or whether the group leaders or their teachers recognise any influence of the young people's reading on their writing. Furthermore, due to the lack of open ended questions (which inevitably take more time to analyse and categorise), there are aspects of their attitudes to reading and the perceived advantages of the shadowing scheme which are not able to be documented though this source alone, but which are covered in the qualitative responses reviewed in the present study (Chapters 8 and 9).

With reference to the group leaders' responses, again whilst a range of views are offered, there are common themes which the majority of group leaders report.

Across these years, the leaders regularly report that they perceive the scheme:

- is valued, respected and well organised;

- has achieved the outcomes that they had been looking for.

They view the website as:

- an excellent support and resource for shadowing, in particular they value publicity downloads and resources;

- a valuable space for their own group's reviews and group space.

Many also report that they:

- are concerned about the level of difficulty of the shortlisted Carnegie books;

- observe the Carnegie books are often more suitable for upper Key Stage 3 (12-14 years), not Year 7 (11-12 years).

Again, whilst it is clear that the group leaders value the scheme and the resource support, the data do not indicate how these were utilised to support learning or reading for pleasure. Future surveys might therefore delve deeper with an array of closed and open questions to provide greater depth and detail, particularly with reference to tracking the impact of shadowing on writing.

In relation to these surveys, it is evident CILIP has been very responsive; a number of valuable and valued changes to the shadowing website have been made as a consequence of the feedback collected. These have included: providing increased scope for groups in the form of blogs, the potential to upload videos and links to neighbouring groups. In addition more general web developments have included: the addition of 'Ask the Author' and 'Have your Say' opportunities, short video clips of the shortlisted authors and illustrators, reader development/visual support resources, and the Greenaway Gallery. However, the recent reports offer little information about the use and value of these support materials.

Suggestions which have not been developed but which appear to have been well rated across the years, include the provision of a template for school shadowing magazines, in which a group's reviews might be shared with other readers and the scheme profiled with parents, governors and the senior management; and offering a space for writing inspired by the books.

4.3   Recommendations made in the Phase 1 study

The Phase 1 study made several recommendations on the basis of our review of previous surveys and reports. An edited list is set out below, along with responses.

Recommendations	Responses
1 Future surveys should seek to recruit a larger and more representative evaluation survey return, possibly through targeting respondents (e.g. to include group leaders felt to be representative in various respects, or groups whose views were of particular interest). The interview formats developed in the present study could be adapted for this purpose and a balance of closed and open-ended questions employed. The balance would need to reflect the fact that open-ended responses take more time to analyse. Qualitative data analysis software could be drawn on to assist the analysis.	*CILIP will enhance the 2013 annual survey following the publication of this report.*
2 Strategies for increasing participation in the survey of young people could include a competition for group leaders to return e.g. 15 responses from group members, or entering respondents in a high profile raffle. Additionally, the group leaders taking part in the research study or contributing to the CILIP video, who have begun to build relationships with the researchers and/or CILIP staff, could be requested to ensure young people in their groups respond.	*As above, the 2013 annual survey is to be enhanced.*
3 Phase 2 of the research should include substantial data collection from case study groups, which would allow new insights to be gained. Such new data would offer rich examples of a range of groups, selected to reflect the diversity of the contexts in which the scheme operates.	*This has been taken into account in the design of Phase 2 – see Chapter 3 above and discussion of findings in Chapters 7-10.*
4 CILIP should consider the requested ideas of a school magazine template, and a space for writing inspired by the books.	*The magazine template is under development – for completion December 2012. The writing space is on hold – it may be developed in 2013/4.*

5.   Examining the database: focusing on 'web-active' groups

A database maintained by CILIP records information on each group supplied by group leaders at the point of registration, and information from an online survey group leaders are asked to complete after they have registered. The database was scrutinized in Phase 1 of the research.

In 2011, the database included entries for 4048 groups. This is a complete database of all groups who have registered and not formally deregistered, or been deregistered. However it is not possible to know, from the database alone, which groups are 'active' in any one year. For the purposes of this study, it seemed useful to identify the characteristics of groups that were 'active', in the sense of carrying out some shadowing activity in 2011. While we could not identify such groups from the database, CILIP were able to identify groups that had some level of web activity. We adopted a generous measure of web activity, including all groups in which group leaders had logged in at least once, since January 2011, to the group leaders' shadowing site. Extracting data on these groups from the complete database gave us a more focused sub-set of 1423 'web-active' groups. Except where indicated, our analysis below is based on this smaller 'web-active' database.

Information that comes from the online survey is not always complete for each group, because group leaders do not always answer all questions, and they may not use consistent terms in their responses. The available information therefore varies to some extent across groups. However the database remains a good source of information on certain group characteristics, allowing us to document UK-wide patterns in the geographical location of groups, their date of registration (and therefore the length of time for which they have been running), their institutional location and the professional affiliation of group leaders, some characteristics of school groups and the schools that host them, the award(s) shadowed by groups, and how group leaders came to hear about the shadowing scheme. We consider these points in turn.

5.1 Regional location of groups

Table 5.1 Regional distribution

Region	No. of groups	% of groups
East Midlands	123	8.7
East of England	90	6.4
Ireland	7	0.5
London	275	19.5
North East	50	3.5
North West	85	6.0
Scotland	83	5.9
South East	246	17.4
South Western	164	11.6
Wales	37	2.6
West Midlands	135	9.5
Yorkshire & Humberside	101	7.1
International	18	1.3
No response	10	
TOTAL	**1423**	**100 = 1413**

Note: The percentage figures here give the percentage of all groups where group leaders provided information about their region, i.e. discounting those who did not respond to this question.

Table 5.1 shows that most shadowing groups in our subset are in the south of England. The largest percentage is found in London, followed by the south-east. Together these account for 37% of the total number of groups. Numbers are low in the east of England, and they also decrease progressively towards the north of England – they are very low in the north-east, at only 3.5% of the total. Numbers are low in Scotland (5.9%), lower in Wales (2.6%) and tiny in Ireland (0.5%)[2]. While the CILIP map of regions shows 'Ireland' as including both Northern Ireland and the Republic of Ireland, all these groups are in Northern Ireland[3].

5.2 Date of registration

The database records the date on which group leaders first registered their groups – see Table 5.2 below. While other information discussed in this chapter comes from the sub-set of web-active groups, in this case we use the main database. While this database cannot

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[2] The extent of these differences cannot be explained by population differences between regions, or related factors such as differences in the number of schools which might host school shadowing groups. For instance the south east has a higher population and a higher number of schools than London, but a lower number of shadowing groups. The south west has a lower population, and a lower number of schools, than the north west, but almost twice the number of shadowing groups. London has more than twice the number of schools than the north east, but almost six times the number of shadowing groups.

[3] The main database includes two groups in the Republic of Ireland, both in public libraries where the librarian had received information about the shadowing scheme by post.

provide information on group activity in any one year (see our introductory comments above) it is a better indicator of initial registrations.

Table 5.2 Annual registrations of shadowing groups

Year of registration	No. of groups registering
2001 and earlier	504
2002	155
2003	278
2004	457
2005	476
2006	443
2007	396
2008	336
2009	357
2010	320
2011	326
Total	4048

Note: a new system of online registration was introduced in 2002, and annual figures are not available before this year.

Table 5.2 shows an initial steady increase in registrations after 2001, peaking in the years 2004-2006. It is not clear why there should be a peak in these years: CILIP may wish to consider whether it has any evidence that may help to explain the increase, such as a promotional campaign. Registration figures begin to decline after 2006, though they remain higher than in the early 2000s.

Registrations cannot be taken as a direct indicator of growth – we do not have a complete record of those groups that have become inactive or left the scheme.

The recent decline in registrations, coupled with our informal evidence from contacting groups that some are currently inactive, and along with regional imbalances in the numbers of groups where we have evidence of activity (see 5.1), provides some motivation for a strategy to boost numbers – a point we return to below in our recommendations, and which is discussed further in Chapter 12.

5.3   How group leaders heard about the shadowing scheme

When asked an open-ended question on how they heard about the scheme, group leaders in the web-active groups mention a range of (mainly) professional sources. Some refer simply to the fact that they have been part of the shadowing scheme for a while, or that they brought this with them from a previous school. A few refer to word of mouth, or hearsay, and some to information in a local library or bookshop. Most however specify particular professional contacts, such as colleagues, including teachers or, more frequently, librarians.

The local Schools Library Service is mentioned as a source of information, as are professional associations such as CILIP itself (including the Youth Libraries Group) or the School Library Association. Group leaders sometimes specify professional newspapers, journals or magazines such as *The School Librarian*, the CILIP *Gazette*, the *Times Educational Supplement*. They also refer to websites such as CILIP and the shadowing

website, Their Reading Futures, Books for Keeps or Achuka. A related source of information is professional meetings or other events, such as a local librarians' group meeting, a Youth Libraries Group committee meeting, a Chatterbooks meeting, and professional development sessions for teachers. More professional contacts were associated with librarians than with teachers (see also 5.5 below on professional affiliations of group leaders). Information may also come from publicity or a mailshot – e.g. a poster from CILIP, a leaflet from Scholastic.

This suggests that information about the shadowing scheme is reaching librarians and teachers who are part of local networks – formal or informal – and who are reasonably active professionally (to the extent of reading professional information, discussing with colleagues and/or attending local meetings/events). Combining this information with the regional imbalances evident in the scheme (see 5.1 above) suggests that CILIP needs to retain a wide range of promotional strategies but to consider particularly the potential of professional associations and events in under-represented areas.

5.4 Institutional location of groups

Table 5.3 Group type (school/library/other)

Group type	No. of groups	% of groups
School	1320	92.8
Library	88	6.2
Other	15	1.0
TOTAL	1423	100

Predictably, by far the largest number of shadowing groups are in schools. A much smaller number meet in public libraries – in this latter case several are associated with Chatterbooks reading groups (coordinated by the Reading Agency). The 'other' category includes some Schools Library Service members who coordinate activity across schools (individual school groups may also be registered in their own right); a schools inclusion service library advisor; a children's book centre; and a school/library partnership. There are also two home educated groups and a family reading group.

5.5 Professional affiliation of group leaders

When registering, group leaders are asked for their role. In analysing this information in the web-active sub-set for 2011, we have made a broad distinction between librarians/information professionals and teaching staff.

Table 5.4 Group leader professional roles

Professional role	No. of group leaders	% of group leaders
Librarian/information professional	1048	74.7
Teaching staff	310	22.1
Other	44	3.1
No response	21	
TOTAL	1423	100 = 1402

Note: The percentage figures give the percentage of all groups where group leaders provided information about their roles, discounting those who did not respond to this question

Table 5.4 shows that the majority of group leaders are librarians/information professionals. Most of these staff work in schools, with a smaller number in public

libraries: the most common type of shadowing group, then, meets in a school (see also Table 5.3) but is led by a librarian rather than a teacher.

In the case of librarians/information professionals the most common designation is 'Librarian' (including 'Senior Librarian', 'Assistant Librarian', 'Children's Librarian' etc.). The category also includes Learning Resource Centre staff – e.g. 'Learning Resource Centre Manager'. A small number of Schools Library Service staff also act as group leaders, working across schools.

In the case of teaching staff, the most common single designation is English teacher or literacy coordinator, but this category also includes class teachers in primary schools. In one or two primary schools the head or deputy head teacher acts as group leader. In some schools this role is filled by teaching assistants. The role therefore attracts staff with different professional statuses (e.g. in schools, teaching assistants, English teachers or class teachers, literacy coordinators and heads of English, deputy heads and heads in primary schools).

The small number of 'other' group leaders includes minority contexts such as advisors and those running home educated groups, as well as a few titles whose meaning was not transparent.

5.6   School groups: types of school

Table 5.5 School type: primary/secondary

Primary/secondary schools	No. of schools
Primary	233
Secondary	854

Note: Many group leaders did not complete this question; some groups include both primary and secondary schools.

Table 5.5 shows that, for school groups, many more groups meet in secondary than in primary schools (not all group leaders responded to this question).

Information from group leaders indicates also that school groups include both state and independent schools and mixed, all-girls and all-boys schools though we do not have reliable information on the distribution of groups across these categories[4].

5.7   Group size

It is difficult to use the database to gain accurate information on group size. First, these are estimates and actual numbers, particularly for voluntary groups, are likely to vary from year to year. Some group leaders do not provide information on numbers. There is a range of actual numbers (from the smallest number that could be called a group, two, up to several hundred). And it is not clear how these estimated numbers are actually organized into groups (it is likely, for instance, that very large numbers reflect whole school initiatives but even smaller numbers could be organized in different ways). By calculating an average from group leaders who do submit information, discounting groups over 300, CILIP work on the basis that the average group size is 20. We can supplement this information from our own observations, which suggest that shadowing may work effectively in different group sizes (from a one-day initiative with 55 participants,

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[4] These questions were responded to by a much smaller number of group leaders and it is possible that there was a bias in these responses.

subdivided into smaller groups for particular activities, to smaller discussion groups with numbers below 20, and sometimes below 10).

5.8   Age ranges

Group leaders also provided information on the ages of young people in their groups. This is expressed in terms of educational year groups, which we have translated into age ranges – see Table 5.6.

Table 5.6 Age range of group members

Year groups (age)	No. of groups
Ages 5-6	79
Ages 6-7	93
Ages 7-8	116
Ages 8-9	109
Ages 9-10	150
Ages 10-11	164
Ages 11-12	646
Ages 12-13	763
Ages 13-14	683
Ages 14-15	388
Ages 15-16	237
Ages 16-17	152

Note: some groups include more than one year group, so these figures do not correspond to the total number of groups.

Table 5.6 shows that children across the full range of year groups participate in shadowing, though with numbers peaking in the early secondary age range (ages 11-14). For children of primary school age (5-11 years) participation increases for older children (though, as in Table 5.5, figures are still much lower than for children of secondary school age). For secondary school age children, there is a marked decline after the age of 14.

5.9   Awards shadowed

Table 5.7 shows which award(s) the groups shadow. Many more groups shadow the CILIP Carnegie Medal than the CILIP Kate Greenaway Medal, which is consistent with the greater number of school groups in secondary schools, and the greater number of young people in the early secondary age range. There is not a direct correspondence, however, as some groups with older members shadowed Kate Greenaway, there were schemes in which older and younger readers worked together, and some groups shadowed both awards, though not necessarily with the same readers.

Table 5.7 Awards shadowed

Award	No. of groups
CILIP Carnegie Medal	1,199
CILIP Kate Greenaway Medal	471
Both awards	249
No response	2

Note: Figures for 'Carnegie' and 'Kate Greenaway' include groups shadowing both awards. The figure for both awards is also given separately.

5.10   Shadowing activities

The survey completed by group leaders also provides some information on the kinds of activities group leaders plan for their shadowing groups, chosen from a list of multiple-choice items. This cannot be taken as a reliable indication of what groups actually do because not all group leaders completed the survey, or all questions in the survey and the list itself is necessarily restricted. The survey may also be completed just after registration, and at this point groups may not have undertaken any activities. The survey information is, then, best regarded as a record of group leaders' interests and intentions in response to the survey prompts. The survey asks group leaders about their planned use of ICT, and about other activities such as drama. There is some independent evidence of actual ICT use, which we also consider below.

5.10.1 Planned use of ICT: the shadowing website

Table 5.8 Planned use of the shadowing website

Activity	No. of groups
Sending/reading reviews through CKG Shadowing website	949
Create your own Group Home Page on the Shadowing site	82
Update a Group Blog on the Shadowing site	51
Use the Greenaway Gallery to share pictures	21
Video conferencing / Skype with other groups	51

Table 5.8 shows that the most popular web activity reported by group leaders is sending and receiving reviews. Other activities are far less popular. It may however be that group leaders are favouring an activity with which they are more familiar. Data on actual use of the website shows that home pages and, to a lesser extent, blogs are more popular than initially planned by group leaders. We have do not have independent evidence on the actual use of the Greenaway Gallery though it is evident that many images have been uploaded by groups. As the CILIP Kate Greenaway Medal is shadowed by a relatively small number of groups compared to the CILIP Carnegie Medal (see Section 5.9) we would not expect to see a high level of activity here. Nor do we have independent evidence on the actual use of video-conferencing or Skype. It may be that these are seen as quite ambitious and potentially time-consuming activities to those surveyed, who are just starting out as group leaders.

5.10.2 Actual use of the shadowing website

By logging actual activity on the shadowing website it is possible to identify some of the ways this is used by groups. This information is collected independently of the database of web-active groups. Table 5.9 shows the number of groups who have edited their home page, posted reviews of the shortlisted books, completed a poll in which group members can vote on a particular question, maintained a blog, or uploaded a video.

Table 5.9 Website activities

Activity	No. of groups
Homepage edits	1030
Homepage reviews	932
Homepage polls	755
Homepage blogs	396
Homepage video	55

Note: Individual groups may have carried out several of these activities.

Table 5.9 shows that a large number of groups have a 'live' homepage and have edited this in 2011 (the extent of editing varies between groups). As predicted by group leaders when completing the survey, posting reviews of the short-listed books is a particularly popular activity. However, numbers of reviews varied considerably: of the 932 groups posting reviews, most posted fewer than 30 and over half posted fewer than ten. Twelve groups, however, posted over 100 reviews (one posted 594!). The number of reviews may reflect group size, so that a smaller number of reviews does not necessarily indicate lower interest in the activity amongst group members.

Polls are also a popular activity, with 755 groups including these on their homepages. The number of votes cast in polls varied between groups, from just one or two to over 1000 – again this may reflect group size.

Rather fewer groups host a blog, but this is still a relatively popular activity. A much smaller number have uploaded a video in 2011. These online activities are relatively new features, implemented in 2009, so their use may increase over time.

5.10.3 Planned use of other activities

In the survey completed by group leaders, they were asked about the activities listed in Table 5.10 – 'are you including any of these in your project?'

Table 5.10 Other activities

Planned activities	No. of group leaders
Drama	103
Author visit/session	129
Art class	91
Making a video	59
Paired reading/mentoring	229
Newsletter/magazine	256
Forum with other schools	162

There were rather fewer responses to these questions than to those on the use of ICT. Again, making a video was less popular than other activities – consistent with responses to uploading a video on the website. Some group leaders suggested other activities they intended to engage in, the most common of which involved, for school groups, sharing what they were doing with others in the school, e.g. in an assembly, and organising a celebratory event to coincide with the announcement of the results. Events ranged from informal (e.g. a party or a picnic) to larger and more formal events (e.g. an award ceremony with other groups).

5.11   Review

The fact that the main database does not, at the time of carrying out this study, indicate whether groups are active in any one year suggests adaptations should be considered to provide this information. This would enable up-to-date statistical information to be compiled on the number of active groups, and the characteristics of these groups and group members.

The database of web-active groups, which we drew on in this chapter, provides some valuable information about the location and characteristics of groups. It provides clear evidence of certain imbalances among the groups. Particularly noteworthy is the regional imbalance documented in Section 5.1. But also, while there are more shadowing groups in schools than in public libraries or other settings, many more are these are run by librarians than by teachers (Sections 5.4, 5.5). There are also more secondary schools than primary, reflected in the age ranges of group members (Sections 5.6, 5.8) and more groups shadowing the CILIP Carnegie Medal than the CILIP Kate Greenaway Medal (Section 5.9). Group size is variable (Section 5.7). We suggested also that there was some decline in registrations of new groups in recent years (5.2).

Group leaders tend to have heard about the scheme via professional contacts (colleagues but also professional associations and participation in professional events) (Section 5.3). In regions where there are small numbers of groups there will not be strong enough informal networks to promote the scheme; but it is also likely that those with a wider remit for the development of reading (professional associations, local authority staff etc.) are either unaware of the shadowing scheme or do not promote the scheme actively. The fact that more librarians/information professionals than teachers act as group leaders, even for school groups, may suggest that librarians are more likely to see this role as falling within their remit, but this may also reflect a higher level of awareness, and stronger promotion of the scheme via formal and informal networks for librarians/information professionals than for teachers.

This information needs to be set within a broader context, particularly in relation to primary education where there is an absence of school librarians (the school literacy consultant often doubles up as 'librarian' in those schools that have a central library – some do not). This poses challenges for the promotion of the shadowing scheme at primary level through library networks.

Section 5.10 suggests that the website is generally popular, and the fact that the range of activities groups actually engage in is broader than originally envisaged by group leaders is encouraging. Take-up of some activities is still relatively low. However some features of the website are quite recent, and groups may begin to use these more over time.

5.12   Recommendations made in the Phase 1 study

The Phase 1 study made two broad recommendations on the basis of our analysis of information in the CILIP database. These are set out below, along with responses.

Recommendations

1   In order to monitor take-up of the scheme, and levels of activity in any year, CILIP should consider the introduction of mechanisms to track active groups.

Data collected from groups on registration should also be reviewed to enable the provision of valuable statistics on groups, their composition and their activities.

2   In developing a strategy to promote the shadowing scheme, CILIP should take into account the imbalances identified above – e.g. targeting 'low-population' regions; and seeking to engage with educational professionals, particularly at primary level, to raise the profile of the CILIP Kate Greenaway Medal.

Responses

Following a feedback meeting with the CILIP web manager, CILIP will seek to implement a tagging system to track yearly membership of the scheme and online activity as part of future general updates.

A number of initiatives are in train or are planned. The issue of 'hard-to-reach' groups was a focus of the Phase 2 study – see the discussion of case studies in Chapter 10. Strategies to engage with a wider range of groups are reviewed in Chapter 12.

6.   Listening to the young: 'Ask the author' and Have your say'

Both 'Ask the Author' and 'Have your Say' are aspects of the website which encourage children to engage online by submitting their questions and/or responding to question prompts about reading in general. These were reviewed in Phase 1 of the research.

As the full data set for Years 2009-11 were available for 'Ask the Author' and as this relates to additional investment regarding the author profiles, videos and responses to some of the questions asked, it was decided to focus upon this feature of the website where young people are invited to voice their views.

It is worth noting however that the 'Have your Say' data for 2009-10 suggest a sharp decline in the number of young people responding to the question prompts (see Figure 6.1) across these years. In 2009, 625 young people responded; in 2010, 279 responded.
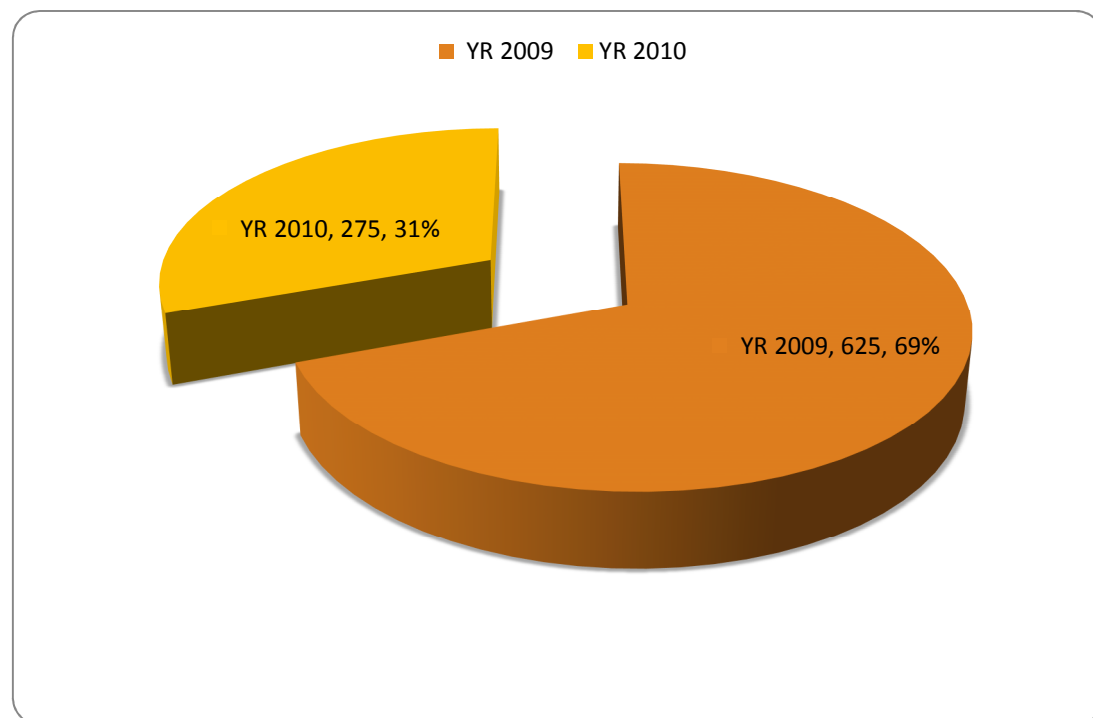
Figure 6.1 Total entries for 'Have your Say' 2009-10

6.1   Ask the Author

The young people's questions to the authors and illustrators were examined for the years 2009-2011. It is evident that in the last three years, the number of questions submitted has varied considerably, with a peak in 2010 and a significant decline in 2011.

        2009: 457

        2010: 579

        2011: 373

For the purposes of this analysis, the 2011 set of questions has been further subjected to scrutiny and most of the following summary represents an analysis of these. In several cases this data also confirms trends in previous years. For example, in 2011, as in the previous years, the largest proportion of questions are from young readers aged 10 and under and 11-12, as can be seen in Figure 6.2
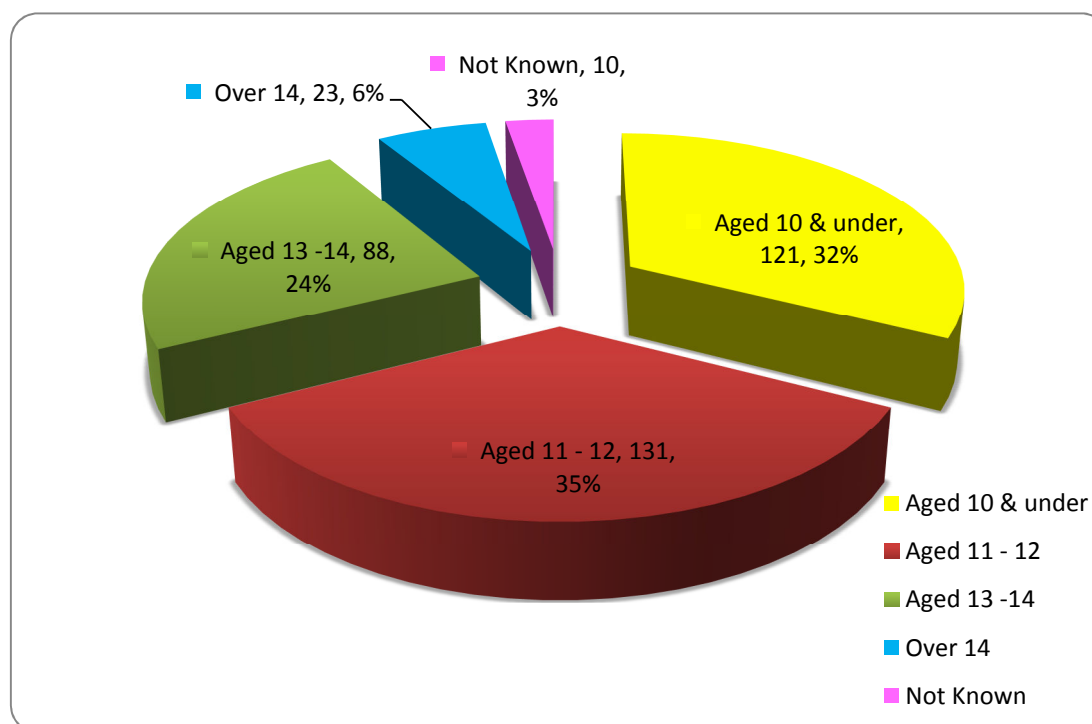
Figure 6.2 Questions asked by age category (2011)

The younger children (8-11) predominantly asked questions of the Kate Greenaway illustrators; the older students asked more questions and these were directed towards the CILIP Carnegie Medal shortlisted authors. With reference to the 2011 shortlist, the Carnegie shortlisted authors received 53 questions each on average, whilst the Kate Greenaway shortlisted designers received 34 questions on average. Notwithstanding the fact that some questioners recorded 'anon' or did not record their names, and some groups leaders asked questions also, it is clear that the overwhelming majority of readers asking questions are female. Approximately 20-25% of those submitting questions in 2011 and in other years were boys, though it is not always possible to be sure of names and gender and some children may have submitted more than one question. Some pairs of children submitted a joint, probably collaboratively constructed question, presumably in class/school/the reading group.

It also noteworthy that, assuming the school day runs between 9am and 3.30pm and after school clubs run between 3.30-5, the largest proportion of questions appears to have been submitted in 2011 from within the school day, or in the club period, perhaps from within lunchtime sessions, in class sessions or after school sessions. Fewer questions were submitted in the evening when it is presumed the students were at home, or in free choice time in boarding school contexts. Evidence from the visits and interviews suggests that the young people, whilst invited to submit questions within their discussion sessions, were not required to do so.
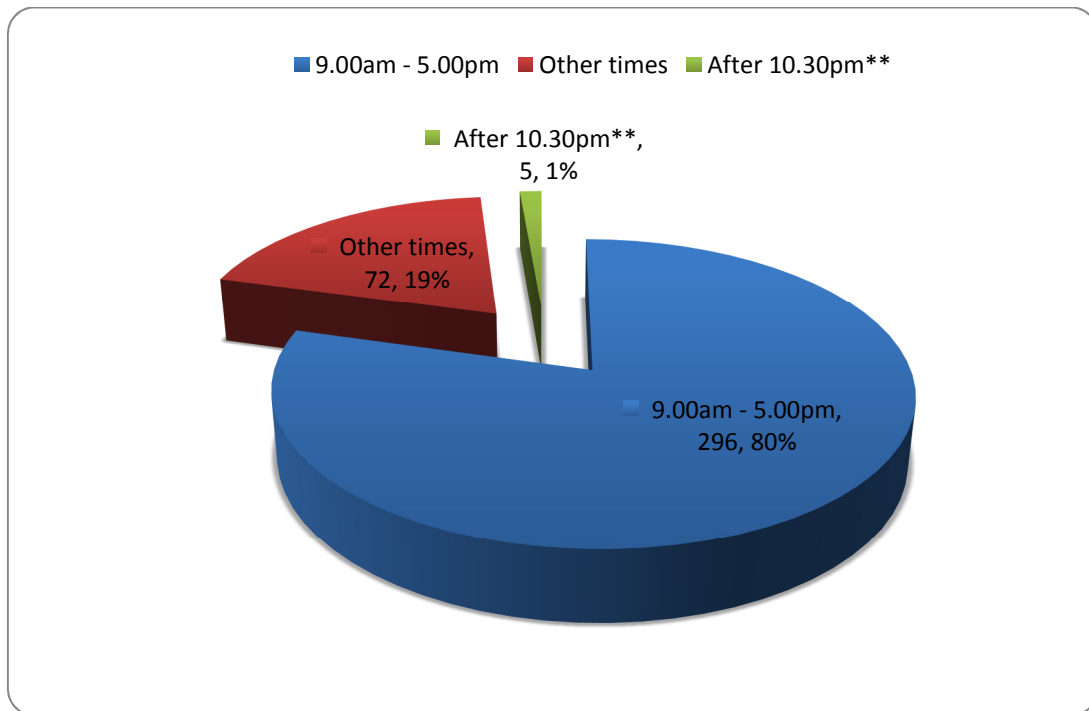
Figure 6.3 Times of questions asked in 2011

Analysis of the questions submitted across the three years indicates that the young people's questions and comments to authors and illustrators coalesce around certain themes. Whilst they represent a diverse range, the most commonly asked questions related to the source of the author's inspiration and ideas. Another commonly asked set of questions were framed rather in the manner of teachers' typical sets of question to the class: these were often rhetorical or closed questions which focused on information retrieval and could have been answered by reading the book.

The question categories include:

- The source of inspiration: *What inspired you to write this book? Do you have any family members or friends to support you and provide inspiration?*

- Rhetorical questions: *Who are the main characters? What are the names of the main characters?*

- The author's personal interests and their possible connections to the text: *Theresa, I would like to ask whether you have always been interested in history and writing stories? I have read some previous titles of yours and I realise that you seem to be interested in the subjects of mortality. Do you write on these subjects for your own reflection or for others interests?*

- Requests for advice writer to writer: *Hiya, I want to be an author when I am older and I loved your book. Can you give me any tips????*

- Comments and evaluative observations – mostly positive: *It's brilliant how you thought of how Leon gets transported to another world Why did you feel the need to kill off the dog? Isn't it a bit upsetting for a children's books?*

- Clarification/information related to the narrative: *How long did it take you to illustrate this book? In Airman, is Little Saltee based on a real place and did the battering rams used to exist or were they made up for the story?*

- Clarification/information related to the author's/illustrator's craft: *How many colours have you used? How did you achieve the effects of size?*

Although no numerical information is available regarding the satisfaction with author's responses, there was evidence from the case studies that the young people in some groups sought out responses and found these interesting. These categories and examples highlight the rich potential of this single web based activity. Research studies of classroom practice indicate that teachers' questions about books tend to predominate, although there is considerable value in children themselves actively identifying their own questions to prompt discussion and foster exploratory talk (Mercer and Littleton, 2007). Such talk is widely associated with higher order reasoning and arguably enhances comprehension (Arizpe and Styles, 2003) – see also Section 5.6 above.

6.2   Recommendations made in the Phase 1 study

The Phase 1 study made two main recommendations on the basis of our review of 'Ask the author' and 'Have your say'. These are set out below, along with responses.

Recommendations	Responses
1 'Ask the author' could be extended to develop its potential for group questions, encouraging group discussion and debate.	*A mechanism allowing group leaders and shadowing group accounts to ask authors questions through their home page will be available in December 2012.*
2 Consider reshaping 'Have your say' to provide a group section – again to encourage discussion/debate and highlight the value of this.	*Note this might reduce the number of respondents, and restrict responses to active users of the Group Home Page. On hold – may be developed in 2013-4, funding permitting.*

7. Group leaders' perceptions of the scheme and how it may be used

This chapter draws on interviews, and some observations, from Phases 1 and 2 to explore the perceptions of group leaders. It recognizes and discusses their reasons for taking part in the scheme, considers their views of the CKG books, their use and opinions of the CILIP web support and the ways in which they perceive the CKG scheme is positioned within the wider reading culture within and beyond the school.

7.1 The shadowing process – a focus for reading

The shadowing scheme is recognised as giving a clear aim and frame for library based reading groups.

> *It is part of the … reading calendar … because discussions can get a little bit tired in reading groups I think, and it just gives a whole aim to the group meeting rather than just come a long and talk about your favourite book, or let's do this activity and that activity, so it is actually something to look forward to each year.*

Group leaders referred to a number of benefits of shadowing that support them in their roles as librarians or teachers with responsibility for (usually) English or literacy. In the case of both the CILIP Carnegie Medal and the CILIP Kate Greenaway Medal, shadowing was widely seen as extending or adding to the English curriculum or the teaching of literacy. With the CILIP Kate Greenaway Medal, where in our sample in two primary schools shadowing was integrated into the curriculum, this support was more direct. A primary school teacher with responsibility for literacy commented that the scheme had supported a focus on writing in the school development plan: 'the illustrations trigger writing, and children also hear high-quality text'. Another noted that 'profiling these picture books with older primary children is important as they are clever complex texts'. There may also be a spin-off into other curriculum areas: one secondary school librarian running a Kate Greenaway Day mentioned the value of this for art and design in the curriculum, and invited an art and design teacher to participate in the day. (Group leaders and members also comment on the distinctiveness of shadowing from actual practices in English lessons – points we return to in Chapters 8 and 9).

Another reason for engaging in the scheme included personal satisfaction and engagement, as one group leader noted:

> *I get really excited when it is coming up for Carnegie time and I hope some of that brushes off, you know I try to get them to be as excited as I am about what is happening, and I think it does.*

Further reasons included keeping up to date with new, high-quality children's literature, being part of a national 'project', and meeting and working with young people and with the English department. The scheme thus enabled some librarians to engage in a joint activity with the English department and 'feel more included' within the school. The issue of who is responsible for reading for pleasure in the secondary school was raised by several group leaders, one commented:

> *It is not my job particularly but as a librarian I think it is really important that I push it forward, it is very difficult to get everyone on board.*

Others observed that the senior leadership team are 'just not interested' and 'do not know much about it', or observed that their head was new and had not been appraised of the value of the scheme. This challenge of who is responsible raises an issue for the scheme: if no-one is responsible for reading for pleasure, then it is harder ascertain to whom CILIP should target their marketing in order to widen participation in the CKG scheme.

There were also issues to do with the award itself. Several group leaders mentioned dissatisfaction with the lack of involvement of children in the judging process, comparing Carnegie and Greenaway with other awards where children participate in judging:

> *Disappointing that children don't have a say, just adults.*

> *They don't like not having an impact on Carnegie.*

> *They don't feel quite so engaged with it because their votes don't count, you know, they can put their reviews on the website and I think we ended up with about 20 which is pretty good! That's better than normal I would say, but the Scottish Children's Book Award – it is that, and I think they ... all read all three titles for that one because they were voting for it and they were choosing the winner.*

Relatively few made reference to the online 'student vote'. It is not known whether this was because they were unaware of it or because they knew it 'did not count' in the final award.

In addition, some leaders outside the south of England felt that, as the award ceremony is London based and CILIP is based in London, the regions were not able to be fully involved. One group leader suggested a 'roadshow' or alternative focus in the regions would be useful.

Whilst not particularly noted by the group leaders, it is clear that they make use of the scheme mainly with young people who are keen readers. As we discuss in Chapter 8, there are some members of the shadowing groups who are less assured readers and who, in desiring to join their friends, develop an enhanced sense of reader identity through participating. Generally however the scheme appeals to students who already read and see themselves as readers.

7.2   Quality of the short-listed books

It was evident from interviews that group leaders held the books in high regard; they demonstrated considerable trust in the quality of the shortlisted books. They were clear that the shadowing scheme introduced them to new authors and challenged them to read more widely:

> *I've been introduced to so many new authors and am now in a better position as a consequence to recommend books to children.*

> *From a professional point of view as well it sometimes puts titles in front of you which you wouldn't ordinarily read, like the students themselves were saying, I mean you might have them in stock, but you wouldn't necessarily have read them all but when they are on a shortlist like that and you are discussing them with the students then you do feel as though you are obliged to, so it pushes you as well a little bit.*

> *I will now read other Geraldine McGaughrean, I had never read any of hers before.*

> *I think if they weren't on the shortlist there are some books on here that I might have just put on the shelf, you know sort of found out what they were about so I could recommend them to other people but might not necessarily have put the time aside, or just put it on the pile and gone 'yes I'll get round to that', whereas because you have got this deadline if you like, then it pushes you into reading it.*

Furthermore, the leaders were comfortable with acknowledging to the group that some of the shortlisted authors were new to them, demonstrating that as experienced adult readers they too are meeting new authors, indeed this was emphasised to the younger readers:

That's part of our aim is to try and read things that you know you wouldn't normally read, and I always use Patrick Ness' 'Chaos Walking' trilogy as a fine example of that because I have never read science fiction ever. Because ... 'Monsters of Men' came up on the shortlist and obviously won last year ... I actually took the whole trilogy home over the Easter holidays and read them back to back. Couldn't put them down, loved them. And I was sort of forced if you like into reading those purely and simply because 'Monsters of Men' was a shortlisted book. And it opened up another whole new dimension to my reading and now ... I read a lot of genres but I do enjoy, in between reading what I normally read, a good science fiction or dystopian fiction novel, teenage novels. So I try to use that as my example as to something – 'you don't know it until you try it'.

(The issues of shadowing as extending young people's reading, and group leaders' roles in advising on reading, are discussed in Chapters 8 and 9.)

It is of note that most group leaders had read well over half of the shortlist, many the whole list, and even when they had not read each one they had considerable confidence in recommending the short-listed books and valued their 'contemporary currency' and high quality:

They are chosen by librarians and I know I won't have to vet them before putting them on the shelves.

Carnegie provides the best of children's reading [and books can be recommended to parents who ask 'what should my daughter be reading?'].

[I value] the knowledge that students are reading something worthwhile.

A particular value of shadowing the CILIP Kate Greenaway Medal was that this helped group leaders point up the significance of picture books, encouraging children and adults to take these more seriously – to recognise that the books 'aren't just for babies' and to draw attention to the value of illustrations and illustrators, both at the primary and secondary phases.

Additionally, the books often became available as a general school or library resource, and group leaders commented on their value:

The Greenaway books are a treasured addition to our resources and are seen as 'special'.

Other children come in asking for 'Carnegie books'.

I always read the whole shortlist and then discuss them with staff from the English department and I think that helps as some get bought in bulk later.

What young people (and adults) read and the satisfaction they gain through reading can make a significant difference to their desire to read. In the CKG scheme, the quality of the shortlist and the choice afforded within it enabled the readers to develop and nurture the desire to read. To foster such desire however, as Woods (2001, p.74) observes, 'it must be reading you do for yourself, at your own pace, in your own way, and that has a bearing on your own background, interests, values, beliefs and aspirations'. Arguably this is the kind of reading for pleasure promoted through the quality literature in the CKG shortlist, and accessed through the shadowing scheme (see further Chapter 8 on benefits to young people, and Chapter 9 on the distinctive role occupied by group leaders in running the scheme in schools).

However, despite the perceived value of the books, one or two group leaders expressed concern that the same authors were sometimes nominated year after year and several referred to the challenge of reading all the shortlisted books in the time between the shortlist being released and the winner being announced. This was particularly of concern

when a book is one of a trilogy and there was a desire to read all three books. A more widespread concern in 2011 was that Carnegie books seemed to be becoming more 'sophisticated' and 'complicated', and more suitable for older readers – e.g.

> *… quite adult reading and not all Y7s and Y8s can cope.*

One also commented that:

> *I have to be very careful of parents' views and some books are just not suitable for the Year 7s (ages 11-12).*

As the judging process does not favour books for particular age ranges, perceptions may vary from year to year. Some group leaders commented in 2012 that the Carnegie shortlist included more books that were appropriate for younger readers.

7.3   Use of CILIP web based support

Notwithstanding the marked knowledge and enthusiasm of the group leaders, it was evident in our observations that relatively few made use of the CKG Award criteria. Rather the conversations around the shortlisted books tended to emerge, often, though not always, led by the students themselves. As noted in Chapter 9 group leaders did pose questions for discussion, but these did not often connect explicitly to the criteria and frequently related to the young people's ideas and observations. The criteria relate to specific issues of plot, characterisation and style for the Carnegie Medal - they can be found at:

> http://www.carnegiegreenaway.org.uk/carnegie/award_criteria.php

For the Kate Greenaway Medal, the criteria relate to specific issues of artistic style, format, synergy of illustration and format and the visual experience and can be found at:

> http://www.carnegiegreenaway.org.uk/greenaway/award_criteria.php

The group leaders however made use of other CILIP resources to support group activities and facilitate discussion. It was clear that the shadowing scheme is strongly associated with 'quality' in relation to the resources provided, in particular the website and online activities. The posters too received a very positive welcome. Leaders tended to single out resources for group members that made them feel part of the scheme, e.g.:

> *I printed various downloads and found the posters/bookmarks sent when the shortlist was announced of excellent quality and very useful.*

> *Resources – downloads, certificates, bookmarks, membership cards – [make] them feel like a member of Carnegie shadowing.*

> *The materials – shadowing certificate, membership cards – were valuable.*

The website was seen as particularly useful, with several group leaders commenting that this was 'brilliant', 'really good' and 'stunningly useful'. Some also noted that the young people felt a degree of ownership of their home page:

> *The other reason it works is that it has a really good backing so there [are] a lot of really good resources. The website is really good. The kids love seeing their books reviews on the website, they provide a whole load of stuff that is really useful, you know the look, listen and whatever and interviewing the authors is really good and all the talking points they provide. So it has got a really good backing and that is what makes it really successful for us actually. And I love and I think the kids do love looking at other schools, and they like looking at [school name] because we work with them quite a lot.*

Website activities seen as valuable included:

- posting reviews
- video clips
- voting/polls
- blogging
- children taking responsibility for their home page
- listening to author, asking questions
- doing quizzes

However, group leaders did not always use the suggested activities on the books, and some observed that they felt somewhat 'guilty' that they did not make full use of the resources, but with lunchtime meetings and other pressures this was, they felt, inevitable:

> *I've always been aware that on the website there's so much attention paid to things that you can do, and almost sort of felt a bit guilty that we hadn't explored all of those. I mean quite a lot of it's fairly ICT dependent which can cause problems … obviously if you're in a secondary school library with a suite of computers that's something that you can sort of build on.*

Others were clear that the support materials made running a group 'very easy':

> *And from a purely selfish librarian's point of view it is a very easy way to organise a reading group because you have got all the promotional materials coming to you and they are very high quality, you have got the website and the kids can go on there and put their reviews on, so it means it is a full term when you don't actually have to think of anything to do because the stuff is already provided for you.*

Some group leaders referred to problems they had experienced in resourcing the scheme. An important point, although not one that can be addressed directly by CILIP, had to do with the availability of books: at a time when resources were limited, it was often not possible to obtain enough copies of the books, even with discounts.

7.4   The shadowing scheme as part of the wider reading culture

Group leaders' responses suggest that school shadowing groups come from schools with a relatively strong reading culture, including a culture of literary reading. However the extent to which this culture is experienced by the student body as a whole is not known. Group leaders mention participating in schemes such as Redhouse, the North East Book Award, the Brilliant Book Award, local initiatives such as the Newham School Libraries Book Award, the Tower Hamlets Book Award. They often celebrate World Book Day, Book Week, or National Poetry Day. They may have established book clubs: a group leader in a secondary school mentions 'Mad for Books (Year 7, ages 11-12), 'Novel Attractions' (a Year 9, age 13-14 new books group), 'Undercover' (6th form), 'Cover Up' (parents and staff). Others run a regular book group across the year, and this may become the shadowing group in the summer term. Librarians also run specific initiatives such as inviting authors and award judges into the school, 'spot the book' (identifying books carried by staff members), staff acting as reading 'role models', mentoring and paired reading, Readathons raising money for charity, and a scheme called 'Just for Boys'.

Nonetheless several group leaders expressed concern that, despite the plethora of initiatives, the senior management team did not really value reading for pleasure. Many perceived it is side-lined, as in their view the 'standards' agenda took precedence. Others voiced concerns that the activities noted above, whilst sometimes high profile, do not necessarily develop young people's deep pleasure in reading in the way that the shadowing

scheme does, particularly because some such as Book Week are 'one-offs' and highly transient in nature.

Additionally, concerns were expressed that in the week-to-week normal practice of book issuing, there was limited time for talking about texts: 'the books that you're choosing when you come in during your library time – there isn't really any space built in [...] there isn't really any discussion time built in to that half an hour that you get once a fortnight'. This time to debate and discuss books was seen as a central feature of the CKG shadowing scheme, by both group leaders and young people.

In all groups visited and interviewed in both phases of the research, the shadowing scheme had a particular position in relation to other reading/literary initiatives. It was seen as a highlight of the summer term and a key strategy in supporting the development of a whole school reading culture. For example:

> *I do try and make it complement ... I do want it to be part of the whole school ethos and ... I want it to be seen as a really positive influence to a whole school reading culture, I don't think as a school, I mean we strive for a whole school reading culture but I don't think we are anywhere near it. But I think the reading group is a really important part of that and the shadowing, it has taken time but it has built up over the eight years and people do see it as an integral part of the school year now.*

Additionally, shadowing the Kate Greenaway Medal was seen as a useful practice for involving young people who might not be able to access other awards, which tend to focus only on novels:

> *Well I think it's sort of engaging with the group who might not really be totally involved in the [local] book award. It's sort of making sure that some who are less confident readers are becoming fully engaged and aren't sort of wandering off at that point.*

As a distinctive initiative, shadowing was also seen as valuable in providing a framework for organising groups and support for reading activity and recruiting new members, for example:

> *Carnegie is a fantastic springboard to start a teenage readers' group.*

> *It always brings us back into focus and gives us something to concentrate on.*

> *I advertise the Carnegie ... it goes into the newsletter and into the school magazine and I hope that will bring more students next year and encourage other children to read the books.*

Shadowing provided a rich opportunity to build reading partnerships. One group leader ran a staff book group and book exchange and encouraged colleagues to read the CKG shortlist. Another planned a picnic with the parents of the group members after the award was announced. And another group leader commented that they received a lot of positive comments from parents about the group and that parents too sometimes read the books after their children:

> *At least in the last couple of years that has really been a feature – L's mum reads almost all the books on the Carnegie shortlist and L always says 'I haven't brought it back Sir because mum is still reading it'! So at least with four or five of them the parents are reading the books as well, which is really good.*

Yet another librarian, who organised volunteers from the local community to come in and listen to a group of weak readers (hearing them read for half an hour one morning a week) had successfully involved two of these volunteers and two of the less assured readers in the shadowing group. This impacted upon the volunteers as well as the learners, as one of the volunteers noted:

I just love seeing the enthusiasm with which these young people are discussing books. You know, this isn't the greatest private school – we are not that, we are just an ordinary local school, and just to see the enthusiasm and the way they are discussing different angles of the storylines and how it could have been written differently, just the whole thing is wonderful.

However, despite the enthusiasm of the volunteers and the profile of the scheme in some of the schools, the communication of the purpose and benefits of shadowing was usually more limited. Several of the group leaders felt that whilst the scheme offered some degree of benefit to the school as a whole, this was not always capitalised upon. There was considerable variation in the degree to which the shadowing scheme was profiled in schools and in the wider community. Whilst most group leaders made use of the poster and met with their group(s), not all made public the results, or shared the young people's written reviews more widely with parents, other staff such as the English department, or the school senior management team or governors. In these cases, the scheme was not developed as an advocacy tool, nor were the benefits communicated. Some observed that they felt this was a product of the positioning of librarians in secondary schools and the increased pressure to focus on measurable results and school targets, which potentially side-lines some significant aspects of the work of librarians. It may also be a product of the more general lack of organised attention on the part of secondary schools to reading for pleasure, referred to in Chapter 2. (The role of group leaders in developing reading for pleasure within shadowing groups is a major focus of Chapter 9.)

7.5 The shadowing scheme beyond the school community

In relation to stretching the CKG shadowing scheme beyond the school, there were a number of connected initiatives such as a Carnegie event that involved different year groups and the community, a Kate Greenaway initiative that brought together a secondary school and its feeder primaries and a Carnegie Announcement Day that brought together the host group and book groups from two other secondary schools. Additionally, several shadowing groups went to visit authors at local libraries or nearby schools (though trip numbers meant not all were able to attend) and some invited the shortlisted authors into school or Skyped authors. However several group leaders observed that such outside school events were becoming harder to organise; senior management were not always keen for group members to leave their classes to attend.

Some groups who were actively supported by a local coordinator such as a member of the Schools Library Service, or a YLG librarian (who saw the scheme as a key local education authority initiative), were prompted to meet up with other schools at a number of events during shadowing, or to run celebration events for their own schools and neighbouring schools. One also undertook a Skype debate with web cams with another local group and shared their views in this way. Local coordinators could also support groups in arranging joint visits from an author or a judge, so in this way the scheme facilitated collaboration between schools. One particularly significant ambassador for the shadowing scheme was felt to have made a marked impact in her local authority, drawing together schools, motivating group leaders and widening participation:

She has made all the difference, she just draws us all together and it's so motivating, somehow together we make the most of it – well more of it anyway.

Occasionally community events became highly ambitious, such as a competitive event featuring performances based on Carnegie shortlisted novels, held in a theatre with audiences of school students and parents, and with judging panels composed of authors, librarians, members of the inspectorate etc. This kind of event is extremely high profile, attracting local press coverage.

Out-of-school events, however, were not necessarily capitalised upon or publicised in the immediate school community, which may be a result of group leaders under-rating their work or their impact though the shadowing scheme, and failing to appreciate the potential of publicising the work within and beyond the school gates.

7.6   Conclusion

It is clear that the group leaders value the CKG scheme very highly; they trust the selection of the books, hold these in high regard, appreciate the online web resources and perceive that these support them in organising their groups. We have pointed out, however, that relatively little attention is afforded the CKG Award criteria and few group leaders seemed aware of the shadowing vote on the website.

Group leaders believe the shadowing scheme assumes a positive position in relation to other reading/literary initiatives and is a key strategy in developing a whole-school reading culture, though they do not all communicate this effectively within their schools. Some groups become involved in shadowing-related activities beyond the school, particularly in contexts where there is local support for schools to collaborate, although these were seen as increasingly hard to organize in schools in which the value of reading for pleasure was not recognized by the senior management.

The group leaders name few barriers to organizing groups, though they recognize that the costs involved in ordering the books and the time frame for reading the shortlist both represent challenges. They successfully work to overcome these in various ways. To a great extent therefore the success of the scheme relies upon the pro-active nature of the librarians and other group leaders who actively plan for and facilitate group formation. This is an issue we return to in Chapter 9.

8.   Shadowing and young readers

While there are many differences between shadowing groups (see Section 3.5) there are also fundamental similarities in terms of the benefits that the young people appear to draw from their shadowing sessions. These are seen across the groups and are borne out of the skills and expertise of the group leaders and the enthusiasm of the young people for CKG shadowing.

This chapter explores the range of benefits to young readers identified in evidence from Phases 1 and 2 of the research. The themes discussed below, and direct quotations cited, have been drawn from our observations of shadowing sessions, and interviews with young people and the group leaders who support them. In addition, examples are cited of students' writing from activities during the sessions and from the book reviews posted on the shadowing website.

The major themes that emerged from these data sources include shadowing as a means of developing and supporting young people's reading for pleasure; the broadening of young people's reading repertoire; the development of young people's cultural and historical knowledge and understanding; and certain social benefits, such as creating a sense of belonging, and providing a safe environment in which to voice opinions. We also focus on the impact of the discussion that is a key feature of most shadowing groups, in terms of the value of this kind of informal interaction; the potential impact of shadowing talk on young people's participation in curricular activities; the development of literary appreciation and literary argument, and the potential value and impact of mixed-ability and mixed-age groups. Finally we consider the impact of shadowing on young people's writing.

8.1   The development of young people's reading for pleasure

Evidence from the group members' interviews and questionnaires completed at the schools visited suggest that, with few exceptions, the young people involved in the shadowing scheme see themselves as keen readers, perhaps unsurprisingly given that many groups are voluntary:

> *I read lots of different books*

> *I read lots of books at home*

> *Read books – all genres – nearly all the time*

However, what was evident from the data was that the shadowing groups gave the young people an extra impetus to read outside the reading required for school, and an additional reason to read for pleasure. This point must be considered in light of the busy schedules that young people have. Much of their time is spent in school and at home engaged in school-based homework and preparation. At times this will include reading but not usually reading in the sense of sitting down with a book to enjoy the story or talking freely and openly about the text with others.

In this context, young people interviewed as part of our research suggest that reading for pleasure is sometimes difficult to schedule into their weekly routine and perceive that the shadowing scheme provides a focus and a reason to prioritise reading:

> *I read a lot more now, attempting to read for at least an hour a day. This is because I'm on this mission to finish them all!*

> *I really enjoy talking about the books, as well as reading them, this gives me something to aim for.*

Almost all group members say they would recommend shadowing to others, in essence because they see shadowing as 'fun', 'enjoyable', 'brilliant'. Many note that talking about books was the main thing they enjoyed and one commented, 'It gives you time to stop and

think about books'. Those young people who were involved in shadowing as a curricular initiative were rather less positive, but they also valued the chance 'to talk about books', to 'choose which books we wanted to read' and to 'read such great books'.

When asked what they particularly enjoy, group members' preferences reflect the different activities groups have been engaged in: they mention reading the books, and looking at the pictures in the case of the Kate Greenaway books; and, in addition, writing reviews, discussion ('It's fun and you can give your opinions'), meeting an author, designing an alternative book cover, and voting. The emphasis on fun, and indeed the use of the word 'fun', was quite striking across both phases of the research: 'when we are reading … the Carnegie books, this is just for the plot and the, like the fun of it'.

This is consistent with group leaders' desires to promote reading as an enjoyable activity and libraries as positive places to be. For group leaders, this may be quite strategic – emphasising fun and enjoyment as a way of getting children into reading, including more adventurous reading. This may also be consistent with seeing shadowing as different from school activities, which we consider further in Chapter 9. At issue here is whether, and to what extent, young people should (also) be encouraged and enabled to reflect on the wider benefits of engaging in literary reading – whether this is seen as compatible with a 'fun' agenda.

8.2 The development of a wider reading repertoire

Alongside the enjoyment of reading, group leaders were particularly vocal about providing a different set of reading material through the shadowing scheme that, in various ways, extended young people's reading. When the young people themselves talked about the kinds of books they usually read outside the shadowing scheme, a few mentioned challenging books such as Philip Pullman's *His Dark Materials* trilogy, and work by Michael Morpurgo. More frequently, however, they referred to books and series such as the Twilight series and Harry Potter, and well-known authors such as Roald Dahl, Jacqueline Wilson and Enid Blyton. Several of those mentioned could arguable be viewed as celebrity authors. Other authors referred to included Sophie McKenzie, Meg Cabot and Robert Muchamore's *Cherub* series. Favourite genres were adventure, horror, romance, comedy, fantasy, and the young people also mentioned 'teenage books', murder, vampire, animal, spy and war books. Several mentioned reading magazines and *First News*. Through the CKG scheme the young people were actively encouraged by their group leaders to move beyond their current reading repertoire, in particular series books. Group leaders felt this was not a case *simply* of greater breadth but also of moving children on from reading that was seen as limited in several respects:

> *Children need to be helped to read outside their comfort zone.*
>
> *Girls often get stuck in one particular series.*
>
> *[The scheme] extends reading away from 'vampire books'.*
>
> *Experience [of different genres] broadens views and ideas.*
>
> *Spreading reading across genres they may not have thought of before, so … reading maturity improves.*
>
> *[The scheme] can move Y7s on from primary school type reading.*
>
> *Pushes them up from Roald Dahl etc.*
>
> *… pushing their reading ability.*

One group leader mentioned the value of overcoming initial perceptions of books young people might not have chosen for themselves:

> *Yeah I think it has definitely encouraged them to [read different books], I mean things like 'My Sister Lives on the Mantelpiece' and 'Between Shades of Grey' and 'Mina' as well I think, they are very female looking books, the titles are very geared towards, you know – certainly the boys in the group, they are surprised at how much they enjoy the books and that is quite interesting.*

Such comments are consistent with evidence from the shadowing group members themselves that, even as keen readers, they may engage with a relatively limited range of books and genres outside the scheme:

> *I really like it as it is a new scheme to me, it introduces great reads I would never have picked up before, and now I have realised that all genres of books have their own special way.*

> *I think it will encourage me to read a more variety of books and it has led me to new authors*

> *... I just read all fantasy books – I'd be great on fantasy but I wouldn't have read any action, drama or romance.*

> *... they were very good especially with 'My Sister Lives on the Mantelpiece' – it's like, it's really good 'cos you would like read it and it would just make you want to read more and I actually – once I actually started reading it I'm thinking, 'Well hang on, I could actually put my Twilight books like my vampire books to one side for a bit and actually read these ones'.*

> *You come to like books that you didn't think you would like.*

In this way the scheme is stretching young readers, providing access to new voices and different styles of writing.

Group leaders felt strongly that the scheme encouraged children to become more discerning as readers – e.g. getting over the practice of selecting a book because of its cover; comparing books more readily; learning to distinguish 'trash novels' from those that are 'really well crafted'. They also felt shadowing activities could help children to adopt a critical and even analytical approach to their reading:

> *[There's an opportunity] to involve children in critical appraisal of new books and encourage them to evaluate.*

Some group leaders also saw the shadowing scheme and the shortlist as encouraging those young people who might be put off by set texts and 'curricular reading', effectively extending the remit of 'literature' to contemporary books that may have more relevance:

> *I want them to think that reading, I want to make them realize that reading isn't all about Shakespeare and Dickens and what they have to read in English, as much as those authors are exciting and are enjoyable. I don't want them to feel that that is what it is all about. Reading is a choice and there is a lot of choice out there, and for them to explore. So, you know, it is reading for pleasure.*

> *I know ... they do 'Great Expectations' and 'Lord of the Flies' and things, whereas these are more modern and [have] been written recently, so they are about events that will, or could occur presently or have done, so kind of understand them more.*

Interestingly, then, shadowing was seen as extending young people's reading in two directions: both beyond popular fiction and also into worthwhile contemporary literature outside the traditional literary canon.

8.3 The development of cultural and historical understanding and awareness

The CKG shortlists provide a rich collection of cultural, geographical and historical backdrops to different storylines and connected themes, and in their discussion of benefits some group leaders comment on the ability of, in particular, the books shortlisted for the CILIP Carnegie Medal to extend young people's knowledge and understanding of people, places and events in the contexts in which the books were set:

> They learn about things they're not familiar with … [an example is given of 'Out of Shadows', set in Zimbabwe].

> [They] learn about social history.

> [The] topics of the book promote discussion of other things.

> [The] talk is challenging – they raise issues, e.g. apartheid, issues around the Spanish inquisition, ideas they'd never have had if they hadn't read those books.

A group leader commented on how one novel, *Everybody Jam*, drew people into the very different environment of the Australian outback while acknowledging that this was not an easy read for her group of young readers:

> I think it benefits them to explore like the characters and settings and how that makes the book good or not, umm some of them struggle with say 'Everybody Jam' because it is very colloquial, it is language that they haven't come across, so I think that is all very interesting and how that draws us into the settings and things like that.

An older group member, reflecting on his own experiences of shadowing, commented:

> It's very mind opening in a way because you're not reading books that you are picking yourself, you're reading books picked by someone else, your mind just opens to a whole new way of ideas and a whole new set of doors of different opinions and different feelings and whole different moulds … it enables you to store or immerse and gives you much more wider breadth of knowledge.

Several young people recognised and appreciated that much of what they were reading was set in times and places with which they were unfamiliar, and that this helped them widen their knowledge of the world and other contexts, both historical and contemporary. For example, in presenting to her group an argument about why *Trash* should win the Carnegie Medal one girl noted:

> I think 'Trash' should win because it catches the reader's attention very quickly. The structure of the novel is really good and also the plots are more interesting. Also the background of these boys and what they went through was a very sad story. But made you want to read more even though, so it taught me about another part of life … I think that if you read it you will really like it and you get into the boys' story deep down because it is very true as well. And I like the characters, the characters are amazing. Because the background hasn't crossed my path before it makes it really interesting to read.

Another girl demonstrated the understandings she had gained from reading *Between Shades of Grey*:

> Yeah – in 1939 the Soviet Union occupied the Baltic states of like Lithuania and Latvia and Estonia and, um, they made a list of people who they considered to be anti-Soviet – and so like, mainly educated people like doctors and lawyers and teachers and lecturers and stuff like that. And they started deporting them because they considered them to be people who would put their regime at risk, and so they deported them to Siberia where they couldn't really be found. So they were considered, they were put down as criminals. Her father was a lecturer but he was put down as criminal because

> *he had helped members of the family escape to Germany, so they were considered criminals with a whole family.*

In addition to learning about particular periods and events with which they were unfamiliar, the young people were also touched by the lives of characters which, although fictional, were nevertheless typical of individuals' stories at the time. Arguably, such narratives can enhance readers' empathetic understanding of the impact on people's lives of historical events that might otherwise appear distant and abstract:

> *It is depressing and I didn't even realise half this stuff took place, do you know what I mean? Like you know about, like all the, everything the Nazis did and what really happened …*

> *These places really existed as well, it was really awful …*

While extending young people's cultural and historical awareness, CKG shortlisted books also deal, in an unapologetic way, with universal themes that are powerful, difficult and sometimes controversial: in 2012, terminal illness, bereavement, family breakdowns, racism, bullying – all uncomfortable topics, but clearly relevant to young people and which may have been experienced by some group members.

Evidence from our interviews and observations accords with the compelling body of work that shows that reading for pleasure is beneficial, in part because information encountered in such voluntary reading informs readers about the world they live in and about themselves (Ross, 2000). Such topics may be explored as a response to individual reading, but they are also developed further in discussion with others as we discuss in Section 8.4.

8.4   Shadowing groups as communities of readers

The fact of belonging to a group of readers was in itself seen as beneficial, by group leaders and by young people themselves. They commented on the strong sense of community evident in their groups and also, interestingly, on the importance of a 'safe space' to talk about books.

8.4.1   A sense of belonging

Shadowing groups were widely seen as relaxed and friendly environments, where young people could meet peers from different classes and/or different years:

> *They are meeting other kids who they wouldn't normally meet. (Group leader interview)*

> *It gives you a chance to work with people you probably wouldn't otherwise, like from different years and that. (Group member interview)*

The idea of 'community' is reflected more explicitly in the following observation from a student who, whilst he has now left the school, had been a regular shadowing group member for many years and came back one lunchtime to join in the discussions:

> *It gave a great sense of community because if you read books you often read on your own, and the Carnegie Medal – it gave a sense of community in a group, and we could come along and share ideas and discuss the books, and because we are of different opinions, [whether] we think the books are good and whether they are bad and we can just compare the opinions and chat about them basically.*

In some groups, meetings include competitive activities, games etc, and these were seen as motivating by the leaders. However there did not appear to be any element of competitiveness between the young people in terms of who had read the most books. In most groups it was clear that there were some people who had read a number of the titles but this was not highlighted as a particular strength. A strong sense of collaboration was

observed within the groups. In one group meeting, for instance, a girl said she had finished a book and did not have anything to read. The group leader did not have any titles available that the girl had not already read – these were all out on loan to others in the group – but a boy in the group, quickly and without any prompting, offered the book he was about to start and took the one the girl had just finished so that she could start reading straight away.

The sense of belonging was strengthened by the use of the shadowing site, where groups posted photos and reviews of books. This afforded a group identity and whilst groups used the website differently, many had a photo of their group and viewed this positively. Group leaders pointed to the wider appeal of belonging to a national scheme that went beyond local school-based activities – for instance:

> *It is just nice for them to feel that it is something outside of the school – it takes the library a little bit outside of the school in a very loose way, but it is just, it is nice to be part of something that is not just within the Academy, like on the shadowing site it is nice to do the blogs and the reviews.*

In addition, the events organized by some groups to meet authors or judges (referred to in Chapter 7) contributed in a very positive way to group members' sense of connection to a wider community:

> *…and we got to meet judges, meet – some of the authors came in, guest speakers and it was very enlightening because it's easy to get drawn in when you read a book and imagine in your head … meeting other people and hear what they have to say about it is fascinating.*

8.4.2   A safe environment for reading and readers

An associated theme to feeling a sense of belonging to a group is that of being with fellow readers who enjoy and want to enjoy a discussion of books:

> *It's like being with other people that love books as much as me. So yeah, I kinda like fit in.*

There was evidence that some of the young people saw themselves as not being part of the 'in crowd' in school more widely. They thus welcomed the shadowing group as a space where they could read without being teased or distracted and where they could be open about their pleasure and engagement in reading:

> *People will judge you if you say 'Oh have you read this book?' They will say 'Oh you are so boring, why are you reading all of these books?' But coming here, it gives you an opportunity to discuss books that you wouldn't usually discuss elsewhere.*

There was further evidence that reading was not viewed as one of the 'cool' activities in some secondary schools, despite the hard work of librarians in trying to create a wider reading culture. Young people commented that reading was sometimes disparaged by their peers in school, as in the following extract from a group interview:

A: I think it is quite hard to find a place to go and read because it gets quite noisy in the library.

B: And if you go and sit on the field people take it as, see it as -

C: 'boffin'

B: Yeah, 'boffin'.

B: You are being a geek if you sit and read because you are not doing what everyone else is doing, because they promote, round here they like, they like big up all the sports, if you don't do that then you sit and read, even if you sit and do your

homework on the field they will call you a 'boffin' because you are doing it in school.

I: How do you handle that, because you are readers?

A: I just ignore it.

Sev: Yeah

A: I had umm, we were allowed to revise for our exam in English yesterday and umm and I instead sat on the field and read outside, and it was like they try to distract you because they think it is funny that you are reading, because they don't, because you are –

B: like different

A: Yeah, like a minority

The perception that discussing books was not a 'cool' thing to do in school was also recognized by group leaders, who noted that for the young people discussing books with friends outside the shadowing scheme was not always an option unless they were prepared to be seen as 'geeks' or 'boffins':

> *Sometimes I think even if you're in a top set that culture in the classroom might not exist where you can sit and rave on about your favourite books 'cos there'll always be one or two people in the class who are like – oh that's a bit geeky em whereas here they're quite secure and feel quite safe about you know being passionate about something that they're reading…*

> *Umm I would say generally, I would say there is quite a lot of negativity towards reading and if you are a reader then you are a bit of a boffin – that term 'boffin' comes up quite a lot.*

Several participants mentioned the idea of shadowing as a 'safe environment', where young people had 'an opportunity to have a voice' which they might not have in the classroom due to the potential for negative peer reactions and judgments:

> *… it is very good for them to feel comfortable enough to talk about their feelings about books and reactions to books with their peers, […] and in this sort of sheltered environment where they know nobody is going to be nasty to them, or laugh at them, you know it is very supportive, umm, you can practise it. [talking about books]*

> *The reading group is safe, a lot of the time, the students see it as being quite safe.*

> *It's almost like there is no bullying, […] the kids don't allow each other to speak to each other in an horrendous way and they are very responsible young adults […] so that freedom of speech that we have got in the group I suppose allows students to feel safe, which doesn't always occur in a classroom.*

The supportive nature of the shadowing environment was seen not just in how the young people voiced their opinions, but also though the ways in which they were encouraged by their peers. While there was no formal pressure to finish books fellow-readers often encouraged others wavering over a book they themselves had enjoyed (e.g. 'it gets better afterwards', and 'more and more happens' – in this case the waverer agreed to continue reading!).

A strong sense of involvement in a community is, then, a significant aspect of shadowing, enhancing young people's participation and, more generally, their enjoyment of reading.

8.5   Shadowing discussion: learning through dialogue

A feature of the shadowing community that is highly valued by both group leaders and group members is the opportunity afforded for discussion of the shortlisted books. Discussion allowed group members to put forward their own views and hear the views of others. More importantly, in engaging in discussion group members collaborated to build an understanding and appreciation of the books that extended individual reading. We consider, in this section, group members' and group leaders' appreciation of the value of relatively 'open' discussion, and how this might increase young readers' confidence; the potential of shadowing talk to feed into curricular areas; the development of literary discussion and debate; and possible benefits of the mixed-ability and mixed-age discussion that characterizes many shadowing groups.

8.5.1   The value of informal talk

A quality of shadowing talk that was frequently emphasized was the relatively free exchange of ideas, unconstrained by assessment or other outputs, as in the following interview comments from a group of young readers:

A: It is quite informal so umm, you are like, G was saying we don't have to read a certain book by a certain time, we can just read what we want to and write a review and things like that and just talk about it freely.

I: That's interesting, what do you mean by talk about it freely?

A: Like you don't have to write a review or anything, we don't have to say certain things about it, we can say what we actually think.

I: OK

B: We are free to have our own opinions.

C   People can understand and then debate with you whether it is a good book or not, so it is supposed to have like other people's opinions, listen to other people's ideas because it shows that people have different tastes in reading.

The young people here value not only the opportunity to say what they think, but also the debate that occurs in shadowing meetings – the exchange of ideas and the recognition that others may have different views. Disagreement, in fact, was common in shadowing discussion, accepted by group members as part of the process of making judgements about reading:

> But that's the good thing about shadowing 'cos different people have different opinions and they'll try to put theirs across and show why you're wrong, and you can show why you're right. And then come to a discussion when Ms A says you have to agree to disagree (laughter).

> We are always disagreeing about the books, but it helps as you find out what you think.

Such discussion, in which people exchange ideas and disagreement is tolerated, was felt by many group leaders to build young people's confidence as speakers:

> [They become] more confident about expressing ideas.

> [They have] more confidence in talking about [the] books they've read.

One group leader gave the example of a girl who had shadowed over several years:

> For students like (name) who was really really quiet in Year 9 (aged 13-14), her social skills – you might not believe it from having seen her today when she was a little bit hyper! Her social skills and her confidence in speaking in front of a group have

improved massively as a result of coming to the reading group, I mean she would have never have spoken out when she was in Year 9. So whether it is having something to discuss that she has got in common with other people who have read that book or whether it is just, I don't know, a combination of the two maybe, that common ground that she has found, that modelling that she gets from other students.

The 'common ground' referred to here is linked to the idea of a community of readers, discussed above. We return below to the idea of more experienced readers 'modeling' responses for others.

Similar gains in confidence were noted by many group leaders, and young people themselves recognized that being given the time and space to talk, to discuss and debate their own views and those of others, helped them develop their confidence as speakers:

I think it has helped me you know be more confident – have more to say.

I didn't used to have views on books, well I did but I wasn't sure of them, but in book group you learn to say what you think.

8.5.2   The impact of shadowing discussion on the curriculum

Group discussion is seen not only as valuable in its own terms within the shadowing context, but also to have the potential to enhance young people's confident participation in other areas. Group leaders highlighted that there is a focus on 'more group work and pupil-led discussion' in the secondary curriculum, and that the development of discussion in shadowing groups therefore generates a 'transferable skill':

...it helps them with their listening skills and their oral communication.

... this all feeds into their later learning – developing a view and defending that view is crucial right across the curriculum'.

I think just the skill of being able to talk about it is really good for them because it is a transferable skill to be able to do that with other things that they are all experiencing.

The capacity to take part in extended discussion, to assert one's point of view with reference to the text and to listen to the perspectives of others is a skill utilized in English and across the curriculum. Thus whilst the research did not focus on the issue of the impact of shadowing on other work, it is reasonable to suggest that enriching this skillset has the potential positively to affect the young people's learning capacity in other areas. It is worth noting also that discussion may be afforded more space and prominence in shadowing than it is within the formal curriculum.

8.5.3   Literary discussion between peers

A key aspect of shadowing discussion referred to particularly by group leaders was its capacity to build literary appreciation and the skills of literary debate. As one group leader commented on the Carnegie short list:

They may not be the most enjoyable books they have ever read but we try and get them beyond that and understanding literary artifice, our discussions can help them think differently and introduce them to literary criticism and analysis, but not in a heavy-handed way.

Others felt similarly – e.g.:

[Children] develop a competence – way of speaking about books.

A former CKG shadowing group member studying English Literature at A level also felt there were certain benefits of shadowing for his later work:

> *… you will be so used to reading books and studying and picking up themes and discussing them. That is an awful lot of what English Literature is about at A Level and of course also at A Level it is about getting other people's opinions about the books, not just your own. And the Carnegie Medal develops that, it develops it greatly because you are chatting to other people and listening to other people, it's not just so self-centred as reading sometimes can be.*

From our own observations of shadowing groups, it was evident that young people participated actively in discussion and in turn developed their skills in critiquing the narrative and understanding the layers of meaning within CKG texts. In their discussions, readers demonstrate personal affective responses but at the same time they recognise how these have surfaced though the author's skill, as the following dialogue between young people discussing *A Monster Calls* highlights:

A: The pain is really raw all the way through though isn't it?

B: I think it is raw because it is really like understated, it doesn't use every kind of trick in the book to really exploit the reader's emotions, but it doesn't need to, it just kind of bubbles along under the surface and then [you just have] a mini breakdown on your sofa reading the book! I think it is really cleverly done.

A: It is very cleverly done,

C: I think when you read the ending it might make you very 'oooh', I think yeah it's almost that kind of reaction, like an 'oooh'. I think there is also an element of understanding of it, being able to work it through with the boy in the book too, if that makes sense, so like he doesn't understand it at the start so neither do you, I think that is part of it.

In this way, through reading and engaged discussions young people's skills of interpretation and analysis are developed. The shadowing sessions also promoted critical discussion on the use of illustrations in groups shadowing the Kate Greenaway Medal. The focus on visual literacy activities around the Kate Greenaway books is felt by many group leaders to encourage young people to attend to the detail of illustration, and to develop analytical skills:

> *…for example one child pointed out the patch of blue sky in 'Farther' in the illustration where the character is leaving for war – spotted as a bit of hope in an otherwise dark picture.*

> *[they] look out for how illustration and text work together.*

> *They begin to use specific vocabulary for text, font … sophisticated concepts … because it's oral or visual it stays with the children.*

> *I think Greenaway enables them to reach a higher level of discussion than discussing text alone.*

In the extracts below from an extended discussion, three boys in a young secondary school group shadowing the Kate Greenaway Medal discuss *Solomon Crocodile* using prompts provided by the group leader. They look through the book together, read sections aloud and discuss the illustrations, how figures stand out from the background, the use of colour and texture, and the appropriateness of the writing and illustration for a young child (the blurb mentions it will appeal to toddlers). We provide a running commentary on the extracts in a right-hard column:

	Speaker	Discussion	Commentary
1	A:	Yeah. The crocodile really stands out from the background. You've got the background but you've got the crocodile in the foreground.	
2	B:	The foreground's really like in your face and this is more like light and small …	B continues and adds to A's turn – what makes crocodile stand out
3	C	It's different textures. […]	C adds the idea of 'textures'
4	B:	Very good illustrations.	
5	A:	Crocodile in the foreground.	
6	C:	Look it's a frog.	C indicates frog
7	B:	It uses loads of detail look.	B relates this to detail in illustration
8	A:	But you see what they've done is they've used higher colours on these and really low shades of colour on that.	A brings in idea of shading
9	B:	That's very good. […]	
10	B:	Yeah, let's go further on: 'Solomon splats and slops through the mud to make the frogs jump. But the frogs croak, "Go away Solomon, you're nothing but a pest"'. Yeah, let's look at this.	B reads from text He identifies another image to look at
11	C:	Good use of [bold] colours.	C comments on the use of colour …
12	A:	It actually looks like there is mud on the page. […]	… and A finds this realistic
13	A:	The only bit I would - under text itself that I would criticise is the bulrushes. What toddler is gonna know the word 'bulrushes'? The bushes fair enough but the bulrushes? It's the only bit I can criticise so far.	A criticises inappropriateness of language ('bulrushes') for young reader
14	B:	But that's what it's called. Toddlers won't really know what this is called so that would be alright.	B disagrees this is inappropriate
15		[Some overlapping speech]	
16	B:	I would say that's all right.	

17	A:	And then you've got the crocodile I- I understand why he's multi-coloured now, because they didn't want to make him look that scary and they're saying that he isn't scary and he doesn't look that scary really.	A offers an interpretation of the colour of the crocodile – to make him less scary
18	B:	Yeah because they're toddlers. I'm finding the illustrations really good so far. The style of writing's good and we will recommend it.	B agrees, adds to A's turn and draws on evidence they have discussed to recommend the book
19	Sev	Yeah	Others agree

This extract demonstrates the motivating power of the text and the high levels of interest which enable the young people to remain 'on task' discussing the book and the illustrations (for a long period, of which these are brief extracts). Participants in discussion support each other, build on and extend their peers' comments to develop points, and put forward alternative points of view. At its best, such talk enables young people to collaborate together, approach the text critically, agree or disagree with each other and build fuller interpretations that take them beyond their individual readings. This is consistent with evidence from the study of reading groups across a range of contexts (e.g. Swann, 2011); and also with evidence of the educational and social potential of informal talk in schools (Mercer et al, 2004; Swann, 2007).

In addition to their discussion of literary characteristics, and textual features such as the use of illustrations, young people also address the social and cultural issues that form the subject of many of the books they read. One group for instance engaged in a long and complex discussion of racism in an attempt to make sense of the father's behaviour in *My Sister Lives on the Mantelpiece*. Was the portrayal of the father's racist views offensive, they wondered, or was it seeking to provide a realistic picture of racist stereotyping? These and similar debates are consistent with group members' and group leaders' perceptions that shadowing extends readers' critical understanding of issues and events portrayed in the books (Section 8.3), but points also to the value of discussion in developing and potentially deepening readers' appreciation of the complexity of such issues.

8.5.4 Peer to peer learning in mixed-ability and mixed-age groups

One aspect of the shadowing scheme touched on in Section 8.4 is that, in some schools, it is open to students across the ability range within and across year groups, bringing together young people who would not normally work together. Leaders of such groups see a number of benefits in mixed-age and/or mixed-ability discussion. The group leader cited in the extract below, for instance, suggests that older and more experienced readers may serve as a model for others:

> *I think it would … provide a bit of a model for them in terms of how you speak about books, because when we try and do – sort of stand up and talk about your favourite book for one minute with Year 7 they just haven't got the vocabulary and they don't know where to start. For all they have done for their SATs sort of plot and structure and narrative, voice and things they have no idea other than standing up and going 'it was good and I liked it'. [The librarian refers to two older and more assured readers who serve as models] … because they are both very good at, sort of, externalising and verbalising how they read and what they get out of it.*

Other group leaders also voiced the benefits of mixed ability and mixed year groups to support and extend readers' understanding:

I think it is really good that they all interact with different age groups and for the Year 7s (aged 11-12) you know when the Year 10s (14-15 years) are talking at, not at a higher level, but they are slightly more advanced in what they are saying then I think it connects really well with the Year 7s and the Year 8s (12-13 years) and I just think it is really nice that they are doing things with kids they probably wouldn't hang around with normally in school but um, they have a common theme and a common passion that it works together and so age doesn't actually matter.

But I think that has its benefits because of the ones that are perhaps lower ability – it gives them, they are really keen to read even though they might not be, you know, in top sets for things. It gets them to explore and I think that in turn helps them to improve their ability, you know. And the ones that are really keen readers, they sort of zip through the books and they then encourage those that perhaps wouldn't necessarily give such an input to give more input. So they kind of feed off each other really.

For instance we were talking about 'Out of shadows' and one of the Year 7 (aged 11-12) pupils sort of criticized the novel for being too racist … obviously that's the point, but the Year 10 girl (aged14-15) she was talking to very graciously said that she thought that was actually the point of the novel, that the novelist actually criticized racism. So that works – that works really well.

Such views are consistent with educational theory and empirical research that suggests working alongside more capable peers is an effective learning model (Vygotsky, 1978; Mercer, 2000; Mercer and Littleton, 2007). In shadowing, older and more capable readers may extend learning for the others in the group through modeling a different language register (language structures and terms), and ways to talk about storylines, characters and opinions. Moreover, as peers rather than teachers, they also serve as role models, showing that books and reading are valued by other young people.

8.6   Shadowing and writing

Comments from group leaders in the interviews suggested that they believed the reading and book discussion framed by the shadowing scheme had positive benefits for the young people in terms not only of their oral confidence and competence in discussion but that it also made an impact on their literacy skills and in particular their writing development. For instance, in a primary school in which shadowing was integrated into the curriculum:

Shadowing BECOMES our Literacy lessons for the second part of the summer term. Teachers love it and we design all our lessons around it after brainstorming ideas. We can address many reading Assessment Focuses through the books. We link reading and writing activities and it is especially useful for teaching inference.

… it really gives them a love and appreciation of good quality literature and that does stimulate writing.

But also in extracurricular groups:

… definitely I do think encouraging them to explore different genres and styles of writing, different settings and characterisation are definitely – you know, it should improve their creative writing because it just broadens their imagination and their thinking.

Speaking and listening [are] always good for their writing, speaking and talking … talking is what we focus on just so that we can get their writing levels up.

[Shadowing] contributes to better reading skills leading also to writing skills.

One group leader went so far as to attribute the success of a young girl's writing progress to the shadowing scheme:

> *One of the girls in my reading group, she is quite low ability, her grades are quite low, she is in bottom sets in English …. and she has just finished her book review [for the Big Jubilee Read for the Literacy Trust] and she has used 'Everybody Jam' as her book review, and I was astounded at how good it was – it is so much better than any other book review she has ever produced for me. I did do some guidelines for them for doing their shadowing book reviews and said – because I was a bit disappointed about some of what they were producing, so I said, you know, I need to know more than 'I didn't like this book because…' or 'I did like this book because..'. I need to know a little bit about the book if I was reading a review. So I gave them some sort of tips and so, you know, I think that has solely come from doing the reading group.*

Many groups incorporated an element of writing into their shadowing sessions, particularly writing reviews that were shared with others and/or uploaded to the web site. The following is an example from a young man in a secondary school group, reading out his review to others:

> *Funny, insightful, informative and enjoyable, these are just some of the words that come to mind when I think of 'Everybody Jam'. Danny is a regular teenager who is due for a fun packed, exciting muster season but unfortunately an obstacle has appeared in the form of his older sister's pregnancy. Australia has been gripped in drought and things at the farm are getting more and more stressful. As a result the ranch is struggling and so the family has taken drastic measures, they have hired a 'pommie' house girl, a British woman to the more local speakers, to help out at the farm. She has a shaky start but it all turns sweet and is a key reason why 'Everybody Jam' is such a darn good read. I think the main reason that, I think the main thing that hit me when I read this book was the difference that was portrayed of life in Australia and life in Britain and how it contrasts so much. Having read the book I now know much more about our cousins down under. I think 'Everybody Jam' deserves to win because it has something for everybody. It has a variety of things, like it has something for everyone, both genders and all ages. Satisfying and a poignant read.*

This is a slightly different approach to writing than is likely to be the case in English. In shadowing groups young people spend time on a piece of writing which is not marked, and the objective is to share their views with their peers in a persuasive but accessible and informal manner. Both the purpose and audience for this writing are clear and the writing is based on a text that has been voluntarily read. From our observations this was a well-received and highly successful activity within this school.

Another interesting element of the writing of reviews was that in many schools these were not undertaken within the CKG sessions, due to the short 30-50 minute time period (often lunch time). Young people were often encouraged to write and upload their reviews to their group's space on the shadowing website in their own time. The fact that they chose to do so, and that the website is packed with high quality reviews from CKG shadowers across the UK, highlights the potency of the literature read, the efficacy of the website which enables easy access to other people's reviews, and the commitment and interest shown by the young people. In this situation, as in their discussions, they are able to exercise their agency and autonomy as learners and they clearly value this.

The lack of formal assessment or marking of their writing was something that was raised by many young people. Some noted that when the reading and associated writing done in English is marked and graded, this reduces their enjoyment in the activity, for instance:

> *You can't like read a book and not be assessed by it, and that's what makes it like, that also makes it unenjoyable because you know that you have got to concentrate.*

Concentration was no doubt exercised in writing their CKG reviews, though this activity was not seen as 'work', nor viewed as 'assessable' or 'required' (although in one school observed the young people were tempted and rewarded by small bags of sweets to write and post their reviews on the website!). Below is a small selection of reviews of Carnegie short-listed titles, from the case studies of voluntary, secondary school groups:

> **A Monster Calls:** *Beautifully written tale of a young boy struggling with his mother's battle with cancer. A difficult relationship with his Grandmother and his father living overseas leaves Conor withdrawn and lonely. His one friend has also betrayed him leaving him at the mercy of school bully, Harry and his gang. Conor is frequently visited by a monster who, through a series of stories, helps Conor to eventually release his overwhelming grief. Harrowing and full of tension I felt like I held my breath from the beginning to the end of this fantastic book. A quite likely Carnegie winner in my opinion!*

> **A Monster Calls:** *A truly inspirational piece of fiction; Ness' writing is as enchanting and magical as the legend itself. Through vivid imagery, both literary and graphic, the novel engages the reader; burdening them with Conor's sorrow, causes them to cower in his fear and celebrate in his triumph. The fine nuances between dreams and reality question the very realms of our perception. It is a poignant and powerful masterpiece that is unafraid to explore the intensity of nightmares and loss.*

> **Between Shades of Grey:** *This is a harsh, brutal and unflinching story about survival in every sense of the word –physically, mentally, emotionally and also about man's inhumanity to their fellow human beings, simply because of who they are. It has an extremely powerful storyline but one that is written both simply and sparsely. Paradoxically, it is this simplicity that packs such an emotional punch. It is also this spare writing that emphasises both the fragility of the lives of Lina, Jonas, and her family as well as the barren wastes of Siberia and the Arctic Circle in which they find themselves. The plot is well constructed and ebbs and flows well, riding the waves of hope and despair that the characters fight both for and against. The characters themselves are also simply drawn but they fit the plot exceptionally well. The secondary characters are as crucial to the story as the main people. What works best overall is a sense of atmosphere and struggle that the writing captures, whether that is the claustrophobic and squalid conditions of the cattle truck, the unrelenting harshness of the Siberian winter, or the relationships between the Russian soldiers and the Lithuanian deportees. In all, an exceptional piece of storytelling.*

> **Trash:** *A book that is hard to put down. But very easy to pick up. I found that every time I picked up this novel, I could once again be immersed in the adventure and mystery of it all. I think the characters really add to the feel of the novel, as usually it is more the surroundings that create the feel of the atmosphere. A great read, and the one to read next!*

> **My Sister Lives on the Mantelpiece:** *Books like these ones, rarely can cause an impact on your thoughts. As 'My Sister Lives on the Mantlepiece' has done to me. Annabel Pitcher, is what I see as an inspiration, to writers. This is because her way of using language to emphasise those emotions really comes across in the characters. She really gets across what she wants you to feel, and what she wants you to think. In addition, I believe that the idea behind it has a very important moral, that explains that: 'Grief is hard to let go of, its just that the people who never experience it, will never know and feel the true meaning of it.'*

In my opinion, this should so far be the winning book, as when you come to read it you will know what I mean.

As noted earlier, while the young people are encouraged to write these reviews they are not required to do so. Reviews are sometimes written at home, and often individually uploaded to the shadowing site. Carefully crafted, the reviews are thought-provoking pieces of writing that stem from the young people's enthusiasm for the Carnegie titles and the shadowing scheme. They write successfully in a genre appropriate for a short website book review, yet many eschew the more 'traditional' forms of school reviewing (e.g. describing the characters, setting and plot, and recommending it for a particular age group) and use direct and powerful language to capture the spirit of the narrative. They often conclude with a statement that communicates their own feelings about the book and in the process convey something of the essence of the tale. These reviews are typical examples from young people aged 11-15, and demonstrate their assurance as writers and their sophisticated understandings of the books.

Our research also provides evidence of young people who do not have the literacy skills of the writers cited above yet are still motivated, with support from their group leader, to write brief guided responses and later book reviews of the Kate Greenaway titles that they have enjoyed. The scheme provides these young people (less experienced and less assured literacy learners, for whom English is a second or third language) with opportunities to write, and such opportunities are seized by their group leader and their teacher. A selection of their reviews is reproduced below. Original spellings are retained:

Wolf Won't Bite: Our prediction: our prediction is that there are three pigs, the first one's a child the second is daddy pig and last one's mummy and we think they all have a talent which are a ballerrener, opera singer and a gymnastic.

Summary of the story: we think that the three pigs are going put on a talent show that says wolf won't and we think they are not scared the wolf. We think they are not scared of the wolf.

Illustrations: we think the illustration is Emily Gravett. We think the illustration used pencil marks on the three pigs.

Puffin Peter: Our prediction: we predicted that there was a bird called Peter and he was a lonely bird who had no friends. The country was hot and Peter was lost.

Summary of story: we summarised that he was lost but after a few days he found a friend.

Discussion about the illustrations: Petr Horacek used water paint, he drew Peter on a different sheet of paper and then after he cut it out he glued Peter on to the original piece of paper. He drew the outlines with pencil. When he did the background he used normal paint.

There are no cats in this book: Our predicions: we thought this book was going to be adventurist and funy because how they named the book and they and showing some funny lookin eyes, so the book is called There are no cats in this book.

Summary of story: the cat probble want to get away from the cage and jump out from the cage and jump in to the world.

Discussion about the illustrations: the illustrations really good because the author has used very good art and he outlined it with black dark pen. The are really good book because how he drawed it because some people draw in and you don't know how it look like that. I fink he done is very good.

As Ofsted (2011) note in their report on outstanding schools, high quality writing along with pleasure in reading often 'reflects the impact of a popular library, lots of reading by teachers, and the provision of good-quality up-to-date texts to stimulate pupils'. In such contexts, they assert, 'pupils are also keen to read to pick up ideas and hints for their own writing'. This was evident in the shadowing group above, which successfully focused on the Kate Greenaway titles to support the development of young bilingual learners' literacy skills. In the case of the CKG shadowing scheme more generally, young people's writing appears to be influenced by their close reading and discussion of high quality texts.

8.7   Conclusion

This chapter has discussed some characteristics of CKG shadowing groups, and addressed the benefits of shadowing for young people, identified through an examination of the observations, interviews and written materials collected during Phases 1 and 2 of our research.

Young people, particularly at secondary school, live busy lives with after-school activities and homework, and a theme that emerged was that the shadowing scheme enables them to refocus and re-prioritise reading for pleasure in their schedules. The breadth of reading material provides group members of all ages with chances to extend their reading to work that is judged as high-quality, by authors whom they may not have met. They also sample genres that they might otherwise not explore, particularly in the case of readers who have locked themselves into 'celebrity authors' and series books. Group discussion is also valuable and provides a forum for learning on different levels. It allows young people a chance to consider and respond to the views of others, and develop and practise their own skills in literary interpretation. In addition, they extend their cultural and historical awareness as they share details of the characters' lives which take them into new places, times and experiences.

There are social and emotional benefits, and often boosts to young people's confidence, in being part of the shadowing group. This is evident for some people who do not see themselves as being part of the 'in crowd' in school, but for all young readers shadowing groups offer the chance to socialise with like-minded peers and become carried away in discussions of books that are enjoyable and important to them. This is of particular significance in cases in which reading for pleasure may not, otherwise, enjoy high social status. The atmosphere in shadowing sessions is respectful, friendly and trusting and young people feel safe to voice opinions.

Many shadowing groups encourage young readers to write book reviews, thereby practising and honing writing skills. These unpressurised and ungraded writing activities are carried out for enjoyment, and their success is seen in the number and in particular the quality of reviews posted on the shadowing site.

Some group leaders see the benefits of shadowing as continuing in the longer term and potentially impacting upon the curriculum, and there is evidence from young people who have attended for several years that they perceive this to be the case.

Some of the many benefits associated with shadowing are expressed in the following plea from a young man of 16 who, during an interview, underlined his passion for the scheme:

> *Don't stop it, because with all the government cuts now they are cutting all the services to arts and the books and here is an experience that really should be at the forefront of opening doors for young people, because it not only gives a sense of community, it's just great fun and it helps young people in so many different ways, because without this what else would there be for keen readers to do? In secondary schools it's quite a tedious, boring experience a lot of the time and this, it's just very mind opening and by stark contrast to the exams, I don't know, it's just really good.*

9. The distinctive role of the shadowing group leader in developing young people's reading

As the local 'producers' of shadowing, group leaders are fundamental to the success of the scheme, and we focus in this chapter on the significance of their role. Some themes addressed in Chapter 8 recur here, and we cross-refer where necessary. Chapter 8 discussed certain benefits that are felt to accrue to young people from their participation in shadowing. The emphasis here is on the strategies adopted by group leaders that make shadowing work and that create these benefits. Strikingly, shadowing is strongly differentiated from 'English'. This is one of the points made consistently across all those we interviewed: group members, librarians as group leaders and English teachers themselves who acted as group leaders or attended shadowing sessions. Below we discuss this further, exploring the dimensions along which shadowing is seen to differ from the curricular reading evident in English and the role of the group leader in managing this distinctiveness. As a context for this, we first discuss the ideas of curricular and extracurricular reading. We then address issues of choice in extracurricular reading, the literary knowledge and enthusiasm group leaders bring to shadowing, the creation of a supportive reading space, the relatively informal relationships that obtain between group leaders and group members, and how group leaders facilitate active discussion of the shortlisted books.

9.1 Curricular and extracurricular reading

In Chapter 8 we discussed young people's appreciation of the opportunities afforded by shadowing for reading for pleasure (Section 8.1). This is seen as distinctive from other reading in school, even in English lessons. Reading at school is perceived as curriculum focused and often assessment driven, where young people are not in a position to choose what they read.

The wider reading agenda in secondary schools is arguably very variable, reliant upon the confidence and inclination of individual teachers and the relationship they foster with their classes. But although English teachers would endorse reading for pleasure, and indeed this forms part of the English curriculum, there is evidence that this is relatively rarely carried through as a school-wide policy or adequately profiled (see discussion in Chapter 2). Furthermore, in the context of the current focus on 'standards', it remains a challenge for English departments to carve out the time for reading for pleasure. In the words of one group leader in our sample, 'reading for pleasure can easily fall by the wayside'.

In this context, shadowing potentially has an important role to play in the development of reading for pleasure, and we focus here on the role of group leaders in this regard.

In some schools which participated in the research, particularly at primary level, shadowing is integrated into the curriculum. This may help to highlight the importance of reading for pleasure, though shadowing in such contexts is necessarily tied into curricular priorities and usually into ways of behaving associated with classroom settings. More often, however, shadowing is an extracurricular initiative where group leaders are likely to have more freedom of movement in organising activities. In such extracurricular settings, shadowing group leaders often comment explicitly on their role in developing reading for pleasure, contrasting this with activities in English:

> *Generally, English lessons focus on how meanings are created and analysis of texts while the focus for the group is on reading for pleasure and what they particularly enjoyed etc.*

We focus on reading for pleasure here and [young people] speak more freely I think 'cos in lessons they're more aware – (they) think of that being preparation for exams and that their oral contribution is being marked.

It is a different space and I think there is always that, not a fear that the teacher is judging you, but there is always that 'well this person in front of me now is responsible for giving me my English mark, or writing my English report or deciding which English set I am in next year', so there is always that thing in the back of your head that says 'I have got to be a little bit careful what I say here'.

Both group leaders and the English teachers who took part in shadowing emphasised the significance of assessment in the mainstream English curriculum, perceiving that curriculum-focused reading was in preparation for the end of unit written assessment, 'that's it really – end of story'. Perceptions of this were generally negative (i.e. with the view that the curriculum was over-driven by assessment), with possible negative impacts on young people:

The children know they are being, it is the burden – pressure – of continuous assessment, they know that everything they are doing is being watched or marked in English.

The perceived role of assessment as a driver of reading within the curriculum was reinforced in separate interviews with group members themselves, e.g.: 'You get marked when you read the book and then you have to write about it and then you get marked on it'.

Set against the perceived task-focused nature of English lessons and the dominance of assessment and exam preparation, shadowing group leaders sought to provide a more relaxed and sociable space for reading:

I mean I am not, we are doing it for fun, we are doing it to enjoy the books, to share a group activity that they all like doing … they all are very sociable and like each other, you know it is a social thing, nobody is going to be marking what they are doing. If they don't manage to do it, it doesn't matter, the pressure is not there … I mean you do try and make group activities in English fun and [include] group discussion, but you always want an end product in a class situation, you want something you can assess, tick a box …

Here you want them to have an appreciation or just the enjoyment of the book itself so you're not looking for them all say to produce a critical evaluation and for them all to sort of advance their learning at whatever stage their learning is at. You're looking for them all to have read the book and to have gleaned something from the book, you're not looking to assess it in any other way.

In Year 9 (ages 13-14) … we are discussing the character, the plot, the narrative voice, this is what you write if the exam question says this, and so you don't have the space to go 'well actually I thought that was a bit rubbish or he could have done that better, or I didn't like the ending here', where here [in the shadowing group] you do have the kind of flexibility here and the time to do that.

Interestingly, in groups attended by English teachers, there was a perception that they, too, could change when not constrained by assessment, as in the following comment from a shadowing group member:

Teachers stick to the curriculum because, and they stick to the sort of stuff that they do every year because they know it is what will get you the grade, they know that that is the way to do it, but when Miss M (teacher) is out here you know we can just kind of change it all a bit because, we are not graded on it, you know it is not an assessed thing.

We return in Section 9.5 below to the role of English teachers as shadowing group members.

9.2 The issue of choice in extracurricular reading

Related to the development of reading for pleasure is group leaders' focus on providing choice to young readers in their selection and reading of shadowing texts. This was something explicitly attended to by group leaders, and that they contrasted with provision in English. For instance one group leader commented, with reference to Carnegie shadowing:

> *They have choice, they do have choice, they don't have to read the books. Obviously if they are presented with the text in English they have no choice but to read it ... For example at the moment Year 7s (11-12 year olds) have been reading 'Sport: fiction or nonfiction' – they have to do like a half termly big book review and they have been having to read sport, and a lot of them don't want to read sport. They don't have any choice, you know, sometimes they are reading 'Stone Cold', that sort of thing – they don't want to, they don't have a choice, whereas I do feel that they do have that element of choice and I try to not make it lesson-like.*

The focus on choice in reading relates to group leaders' sensitivity to readers' autonomy, and their attentiveness to group members' needs, and the conditions under which they read. The lack of predetermined pace was part of such choice, as one leader commented to her group during a shadowing session:

> *Right, don't worry if you are a slower reader than some of the others, the main thing is that you are enjoying what you are reading, okay? If you are not by any chance enjoying what you are reading don't worry about moving onto something else and just saying, 'I have read enough of that'. As long as you can give me a bit of an opinion on it and some scores, that's fine, just move on.*

Group members themselves contrasted shadowing with the lack of autonomy in their English 'wider reading':

> *... when you read in class and when you read at primary school it is reading for the sake of reading, sort of thing, it is reading so that the teachers know you can read and everything but when you are here, it is like, you read because you enjoy reading and you want to like broaden your horizons of books that you like to read.*

> *We had to, we were told which book to read and then we had to read them and it was sort of like, our teacher suggested that we did reading over the holidays and he gave a list of books that he suggested for us to read, but it was like books that he had read and books that he thought were good in a literary way, whereas we wanted books that had a good plot and story and things that aren't in English.*

By contrast, they commented favourably on the lack of pressure to read in shadowing sessions where they could select from the shortlist in the order in which they chose, start and stop when they wanted, read at their own place and choose not to read some of the books at all:

> *You just sort of pick up a book and read it if you like it and you can stop half way through if you really think you can't go on with it.*

> *There is no set book, so you can see what appeals to you and think 'I'll try that'.*

> *Some people find it difficult to read a load of books in a certain time period, like one of my friends (child's name) she can't, if she has a book and she really likes it then she will read it, but it will take her a while to read it.*

I think it is nice, the Carnegie, because it's sort of for teenagers and it is more up to you, and because it is sort of a challenge, like you want to read them because you are like encouraged by others and other people are going on about the book and then you are like 'oh I want to read it,' so it is like other people will encourage you to read it.

As discussed in Chapter 8, members of shadowing groups are keen readers. They are highly motivated – they want to read the shadowing texts and sometimes see completing these as a challenge. They also encourage fellow group members to read certain books. But it is clear they also recognize and appreciate the relatively open approach to reading offered by their group leaders, in which they choose to read rather than being obliged to do so (a reader's right, as Pennac (2006) asserts). The autonomy offered, and the lack of pressure, are in fact likely to encourage wider reading – there is less of a threat to trying something new if you know you are not obliged to finish it. Group leaders' strategies here are therefore consistent with the perceived benefit of shadowing as widening young people's reading repertoires (discussed in Chapter 8), as well as developing their sense of agency as discriminating readers.

9.3   Group leaders' literary knowledge and enthusiasm

Group leaders demonstrated considerable knowledge and assurance with regard to literature for young people. This is a significant asset, one which is not recognised as a professional strength amongst teachers in the primary phase (Cremin et al., 2008b), though less is known about teachers' knowledge about literature written for young people at the secondary phase. In our research sample, the group leaders' not inconsiderable knowledge of 'teen' fiction and commitment to the shadowing scheme were always shared with enthusiasm. This was fuelled by their own pleasure in reading literature, and their desire to inspire and engage young readers.

Group leaders used their literary knowledge judiciously – for example, they often recommended books on similar themes or by the same author, and made connections and comparisons to other texts which they perceived would be of potential interest, as in the following extract from a discussion of *Trash*:

M: … the money part reminded me of 'Millions', I haven't read the book because apparently it is really boring but I have watched the film.

L: You should read the book by Frank Cottrell Boyce, yes, we actually met Frank at the author visit when it was on the shortlist, we met him and his son at … at the Education Library service, and he is fascinating – he directs, he writes for a lot of films and things, he is a really interesting person, a huge, huge family.

M: Is he the writer for that film? 'Slum Dog Millionaire'?

L: Yeah, yeah, no, no, no for 'Millions'.

M: Oh for 'Millions', oh that one.

L: He actually wrote, I think he wrote the screenplay before he wrote the book for 'Millions', and it is very unusual to get a real good quality book that way round.

G: I have got that book.

L: You have got it – you should read it. And you have read it? And the other book by him is called 'Framed'. I love it, it is one of my favourites.

Group leaders' one-to-one recommendations from within the shortlist were often targeted, demonstrating their knowledge not just of literature but of the individual readers in their group. In some cases they were able to make connections between individuals' out-of-school interests (in horse riding for example) and particular books, and they were also aware of trying to draw in students who might be put off by a long literary read but who

might find the Kate Greenaway texts engaging. They were knowledgeable about aspects of the Carnegie texts that might appeal to particular readers – for example 'You should read it Sian, you'll love it, it's a bit like *Out of the Shadows* – do you remember last year? You loved that'. In another group a girl recalled how the group leader had encouraged her to continue with *A Monster Calls*:

> When I read 'Monster Calls' Ms A (group leader) had read it as well and she's like, 'there's sad bits in it, you have to keep reading!' Cos I was like, 'I'm gonna give up' 'cos it's – the pictures are distracting'. [And] she said, 'don't give up, there's like a good … there's the sad bit.' And here's me, I just cried – I went through about a packet of tissues.

And in a primary school the librarian provided multiple copies of books by the same illustrators in order that the children might compare their style across texts. In several cases this led to children reading these books as well and expanded their knowledge and understanding of the work of the illustrator, especially when combined with the use of the website and the video interviews with illustrators.

9.4   The creation of a space for reading

We mentioned in Chapter 8 the importance, to young readers, of a supportive environment for reading and discussion. Group leaders pay attention to the setting up of a reading environment, both in terms of physical space and more general 'ethos'.

Where shadowing was integrated into the curriculum it took place in classrooms, but more usually, and particularly for extracurricular groups, meetings were held elsewhere. One of the extracurricular groups observed during the Phase 1 study did meet in a classroom at lunch time, but the space was transformed, with desks pulled loosely together and group members sitting in a rough circle around, and sometimes on the desks. A Phase 2 case study group moved from a classroom to meet in a new conference room, sitting round a large table (see Chapter 10).

More usually, however, shadowing groups met in the school library. Physically the libraries we observed were attractive spaces, with packed bookshelves, computers and areas for classes and groups to gather. Displays were frequently colourful, including book-related posters, photos of library events and sometimes of the shadowing groups, and in one case collages of the Carnegie shortlisted books, made by a group in an after-school arts session in the library. This contrasted with displays in the English classrooms that were visited. Whilst some of these displayed examples of the students' own work they also included information on assessment issues and matters such as the features and forms of texts, and literary devices. One displayed long lists of targets – 'steps to reading success', assessment foci, and definitions of parts of speech. Another, in addition to lists of targets, displayed a set of comprehension questions presented in an incremental order.

Seating arrangements in shadowing also differed from those in class. In the lessons we observed, students sat in rows facing the teacher's desk and whiteboard. By contrast, in extracurricular shadowing seating was more informal, with group leaders sitting alongside group members and no evidence of a hierarchical arrangement. In groups that included mixed ages, people of different ages sat together.

In most meetings, group members sat round a single large table, or several smaller ones. Group leaders and other adults, including English teachers, usually joined one or more table. In one school, in which several adults attended the lunchtime shadowing group, they did not sit one per table, though this would have been possible. This is significant in that it indicated to the young people that no one was 'supervising' or monitoring their conversations and that the staff and other adults who chose to attend were there on their own terms as readers and group members. The group leader related this to being 'on the same level' as readers of the books:

I think one of the pleasures for Jean [teacher] and I particularly is, it really is not a teacher and pupil divide. It is the one thing that Jean and I feel totally comfortable with, sitting down with the kids and just talking with them on exactly the same level and putting our point of view across and our – not to help them along, but simply because we are on the same level with them, and ... we are all looking at [the books] from the same point of view, or from the same criteria.

Other indicators of informality included considerable freedom of movement. Group members not only chose where to sit, but sometimes lounged on the chairs, or moved around while they listened to, and sometimes joined in discussions. In one group, some members sat on the tables whilst others gathered around on chairs. Staff too appeared to be at ease, and sat informally. In discussion, young people did not usually raise their hands to speak – the interaction was more conversational and spontaneous in nature, a point we consider further below.

An important part of extracurricular group meetings was the consumption of food: group members often brought lunch or snacks and everyone ate together. Sometimes the group leader provided squash and biscuits and in one case study group homemade cakes were made by staff and students. Eating together was seen as a significant feature, commented on by group leaders and group members. It connects to the usual practice in adult reading groups where food and drink are important accompaniments to talking about books, denoting a sense of sociability and a relaxed atmosphere. It is also seen as distinctive to extracurricular group meetings – food and drink are not normally consumed in lessons, or in fact in libraries. Particularly in the case of younger group members, eating and drinking in the library may have slightly counter-cultural connotations, evident in a note on the web page of one of the groups:

We are closed to all other students and eat crisps or biscuits which are strictly forbidden ... ahem!

Because group members came from different lessons or from lunch, they did not arrive at the same time. Those who arrived before the formal beginning of the session would enter, hailing one another and spontaneously starting to offer their views and asking each other what they had recently read. For those who arrived late, no sense of approbation was observed, but spaces were made for them to join in.

The informality and non-hierarchical arrangement of group meetings were deliberate and explicitly attended to by group leaders, with the aim of producing a welcoming and encouraging reading space – something 'special' to the group. As one group leader noted:

It's got to still be ... a place for them to enjoy reading rather than see it as 'Oh God I've got to get to this particular – if I don't what will happen?' They can't have that kind of feeling coming to a club like this.

9.5   Relationships with young readers

The shadowing spaces produced by group leaders are both conducive to and indicative of particular kinds of relationships in shadowing groups – in extracurricular groups, relatively informal, friendly and non-hierarchical. Such relationships were sustained in routine interactions between participants in shadowing. Group leaders often welcomed group members by name and were approachable, sometimes sharing personal information. In one school at the start of a session the leader referred to having dropped his iPod down the toilet the night before. Group members found this mildly amusing and commiserated with him. On another occasion three adult members (two teachers and one parent) confided that they had all cried while reading one of the books – group members did not look surprised at this. Relationships were widely recognized as somewhat more informal than in 'normal library sessions' or in English lessons: a group leader commented,

'We let them speak to us in a much more informal way, and they can be and they do, they don't hold anything back do they?'

No behaviour issues were observed during our visits to groups, and the young people were not seen as in need of being 'controlled'. Comments or sanctions regarding behaviour were heard only in the literacy/English classrooms we visited.

The friendly relationships observed in shadowing were in part, perhaps, connected to the expressed purpose and voluntary nature of the sessions. Group leaders commented that shadowing gave them an opportunity to keep in touch with young readers and to build relationships between themselves and group members. They saw the building of relationships as a critical part of their role, and librarian group leaders did not see themselves as like teachers in this respect:

> *I think … a librarian is about building those relationships, which teachers do as well but I think in quite a different way. I think students often see you as somebody to go to in school, partly because you are always there … and so they will talk about all kinds of stuff with you which automatically makes them much more comfortable in a sort of book group situation like this. It is a strange kind of role … I mean you hear everything from them about what is going on at home and what is going on with their friends and you get to know them much more as a person I think than a teacher would.*

The librarian cited above also commented that she saw young people who used the library on a regular and continuing basis, whereas a teacher might only teach them in one year and then not see them again for several years.

Group members were also able to comment on how they saw the librarian, and again a distinction was sometimes drawn with teachers:

A: Her job [the librarian's] is getting us into reading books rather than writing essays and things because that isn't really our teacher's job.

B: No, because with Miss H [teacher], she wants us to pass our exams otherwise if no one passes their exam everyone will think she is like a bad teacher. But like with Miss G [Librarian], she doesn't like necessarily have to.

C: She doesn't have targets to meet, she probably enjoys her job a lot more.

B   We don't have to pass an exam. And she gets to read the books too.

Teachers who were members of shadowing groups, however, might come to be seen differently, and less teacher-like, at least in the context of the group:

G: Miss K [Drama/English teacher] is different when she is here because normally she is like a Drama teacher and an English teacher…

M: … more relaxed.

G: And she like, she treats you as one of the pupils like everyone else, but when we come here she treats us like…

M: Friends.

F: Friends – like, someone that we can talk to, we can talk about the books and have our own opinion whereas like in drama if say, we say something like, we didn't like what we are doing, we would be made to do it anyway.

G: And she is more relaxed here.

Such perceptions were noted by many young people, who felt that teachers who were members of the shadowing groups were differently positioned and related to them in a more relaxed manner in the group. A librarian group leader felt similarly about the English

teachers in his group, and also expressed the view that the 'non-teacher-like' relationships evident in shadowing might persist in other contexts:

> *It [shadowing group membership] breaks down the barriers and … I think any of those girls would be able to approach Jean now and say, if not their own teacher, they would happily go and approach Jean and say, 'I am … struggling with this?' or 'Can I talk to you about this?' And they would feel far more confident knowing that Jean would talk to them about it, and not as a teacher … And that is what makes it so good really. And in fact you know, Gail is the other English teacher who helps us out and she is exactly the same. It does, you know, it does break down that, and they do feel confident about talking about things more openly.*

English teachers themselves commented positively on their rather different role in shadowing:

> *It's vastly different and I enjoy this so much more because with Carnegie they tell me about the book, rather than me asking questions, and sometimes I've not read it and even if I have, it's different and we're more equal.*

> *I come in part because in this group I can be a reader – you know one of the group, whereas in class I have to be the leader and the teacher – here it's different, I can be me.*

The transition for English teachers is, however, not always straightforward and there may sometimes be a tension between the roles of teacher and group leader or member. Another English teacher mentioned her concern that she was 'a little bit more task-oriented' [than the librarian] in her shadowing group, which she felt might take the enjoyment out of reading. She considered, however, that this had become 'ingrained' in her through her training and years of teaching: 'the way you're kind of trained affects the way you are.'

9.6 Facilitating engagement and discussion

The relationships developed between group leaders, other adults and young people in shadowing groups were particularly evident in the ways discussion of the shortlisted books was organised. As mentioned earlier, group discussion plays an important part in shadowing meetings and the role taken by group leaders in setting the tenor of discussion was significant. We provide examples below. While on some occasions we summarise the features of discussion we also include transcripts of extracts from meetings. In two cases these are quite detailed and we provide commentaries illustrating our analysis to make these easier to follow.

In shadowing discussions group leaders tended to position themselves alongside the young people as co-readers, albeit more experienced, and they commented upon this role as being much more like a facilitator than a teacher. A recurrent theme was the need to balance intervention in discussion against 'holding back' to allow young people to have their say. We discuss this first, before drawing a contrast with our observations in English lessons.

9.6.1 Balancing intervention and holding back

Group leaders often allow discussion to be student-led and whilst they engage themselves, they try to establish a community in which debate and discussion are developed between the readers. As one noted, 'I try and join in on a par with them, subconsciously, because I am not a teacher – it just sort of makes it different.' Others also note that this 'alongside you' role is one which they experience as fellow readers, for instance:

> *Jean [teacher] and I always say that it is the one thing we feel, it is almost like just a normal book group, it is not a pupil and teacher book group it is just like a normal book group because we all do it together.*

The balancing act involved the leaders in provoking possibilities and making interventions as well as allowing time and space for thinking and discussion. This sense of the group leader as both a listener and a facilitator of discussion was clear:

> *I think in this kind situation you are much more of a facilitator, sort of sitting back and letting them talk basically.*

> *I do really just like listening to the kids talk about them and that, so I don't, you know, I try, I try not to dominate it or anything … It's their viewpoints that are important.*

> *I get a buzz out of listening to them discussing books, you know, what between 11 and 16, and you know I sit there and talk to them about the books on the same level.*

> *I give a prompt to get the discussion going amongst them … and then I shut up, and just – do you know what I mean? If you can see that they suddenly think – oh, they don't know what to talk about, I sort of say, 'well have you thought about this or that?' And then they all start discussing again and I don't say anything much.*

Group leaders created both time and space for the young people to respond to their questions and those of their peers, but there was also the chance for students to raise their own questions and issues and take extended turns without adult intervention. In Chapter 8 we cited a discussion extract where the group leader was entirely absent. A frequent strategy when group leaders were present was to ask relatively broad questions in order to prompt discussion and tease out students' thoughts and responses. The example below shows a group leader, in this case a teacher, encouraging the young people to develop their different points of view about illustrations in *A Monster Calls* by recognizing their diverse perspectives:

T: What do you think of the illustrations in this?

R: I found them distracting.

G: They were amazing.

T: Two different views…

G: I felt I had to look, I was obliged to look.

R: It spoils it, 'cos you can't use your imagination.

K: I like being able to make my own pictures.

Group leaders frequently intervened by offering affirmative supportive responses as the conversations unfolded. In this way they balanced intervening through open questions and encouragement and listening, as the following extract from a discussion of *My Sister Lives on the Mantelpiece* shows.

H: I liked the ending though.

L: Yeah? Did you find it satisfying, the end?

H: Yeah but -

S: How is it satisfying? The ending was rushed.

H: Yeah it was but –

S: I don't know it kind of tied in, well didn't at all, but [laughter] the story was, because they mentioned it before I think and then they kind of went back to it.

D: I think the ending just added another issue onto his life.

L: Yes another one! Yeah.

D: The ending could have been an ending for any book. If I had just read it I wouldn't have recognised it as being any good for 'My Sister'.

L: Yeah

H: I thought [unclear] the thing would come back.

D: Because I don't mind the rest of the book.

L: It was just the end that really disappointed you?

In this extract, the librarian's open question in response to a student's comment opens up a discussion space for the group. The librarian offers brief responses to indicate she is attending, but in essence she leaves most of the space for the young people to voice their views. In contrast, the following discussion of the same book demonstrates how another librarian intervenes in discussion. This is a longer and slightly more complex extract, and we provide a turn-by-turn commentary on the librarian's role in the right hand margin.

	Speaker	Discussion	Commentary
1	L:	Cos this is so completely different to anything you normally read H.	Librarian is clearly aware of H's reading preferences, and engages H in talking about her favourite book.
2	H:	It is.	
3	L:	I can't believe that this is your favourite.	
4	H:	I know but I actually read it, and I actually enjoyed that one out of all the ones I am busy – even this one, I enjoyed that one the most.	
5	L:	Right so why do you think that is?	She encourages H to say more, and to give reasons for her views.
6	H:	It's like cos like the story is really exciting – the way it's like been set out, it's made the story intense and it makes you want to read on. I think I got like to chapter four, I put it down cos I was so tired – I actually didn't want to put the book down, it like – it leaves you like on a bit of a cliff hanger.	
7	L:	Is it the way the story is set out and the way the story develops or is it the characters do you think that pull you along and make you want to read more?	Librarian encourages a focus on narrative structure: plot and characterization.
8	H:	It's the way the – it's both, it's the way the story and the characters are developed that makes you want to read on, it has got that tension that makes you want to sit on the edge of your seat.	H overlaps the librarian's turn, a characteristic of relatively informal, collaborative talk.
9	D:	I – I used to have a very bad -	
10	L:	[unclear] come on D, you are bursting to say something.	Librarian is about to say something but picks up on D trying to get in, and brings her into the discussion. There are more overlaps here.
11	D:	- reputation of putting a book down after a few chapters, and you are like 'I <u>will</u> read you' and then … I forget it	

		exists. This one I was like 'Mam, I am not going to bed yet, no.' [Others laugh]	
12	L:	Because this is not the thing, the kind of thing you read either D is it?	She shows her awareness of D's reading preferences …
13	D:	No I usually never finish one in a day and I finished it in an entire day, I was like – 'Ahh you amazing book!'	
14	L:	So can you explain what it is?	… and encourages her to say more.
15	D:	I just loved it there was like mini plots in it as well as the main one that you just had to know what is happening: 'Oh my god, that's happened, wait, how does that affect that? Why does he hate that …	D is reporting her earlier thoughts.
16	H:	… so much?'	H completes D's turn.
17	C:	Yeah like, why?	
18	L:	So you were trying to keep one step ahead of the story all the time …	Librarian acknowledges/ reformulates D's reading.

The librarian here is still acting as a facilitator and listens carefully to group members, but she also draws other speakers in, makes use of her knowledge of individuals, seeks elaboration and encourages a focus on narrative structure.

In facilitating discussions and in encouraging these through affording significant space for talk, the group leaders are responding (probably unconsciously) to Ofsted's (2012) recent call to action, both with regard to offering a wider range of narrative texts, but also by setting time aside for reading, sharing, recommending and discussing texts other than set texts.

In both discussion extracts above of *My Sister Lives on the Mantelpiece*, the talk is relatively non-hierarchical. In the second extract, the group leader does have a different role from other speakers, but uses this to draw other speakers in to the discussion. In Turn 10, she sacrifices a contribution she had begun to bring in speaker D. The fact that she and other speakers overlap and complete each other's turns is also indicative of relatively collaborative talk.

In the following extract from a discussion of *The Bride's Farewell,* the young people are happy to voice different views from those of the group leader, and these are accepted. Interestingly in this extract, M is an older reader from Year 10 (ages 14-15), whilst the rest of the group are Year 7 (aged 11-12).

Two group members, M and S, have negative views of the central character of The Bride's Farewell – *they say there is not much to like about her and she is 'not a moral character'. The librarian continues:*

L: I don't think that's necessary and I don't know why you don't like her because I think she is an amazingly strong character, why doesn't she work for you?

M: She just doesn't really do a lot [pause], if you think about what she does.

L: She moves away and therefore is going to get married to Mr. O Reilly!

M: But she didn't consider that and that ended up with her [unclear]. I think if you're going to be -

J: I agree with M.

L: Do you?

J: Absolutely 100% because the very narrative moves from one haphazard event to another and I think she's very gullible, a victim of her own naivety …

Group members continue to voice their opposition to the central character, though the librarian views her more sympathetically ('… it sort of feels like my life you know.'). The librarian concedes that people tend to have strong opinions about Meg Rosoff's writing!

Throughout the discussion, the group leader not only has her view challenged by the young people, she also accepts this, and recognises their perspectives. She voices her own views but does not assert these as 'better' interpretations, and is clearly interested in the young people's views, despite their divergence from her own.

9.6.2 Contrasts with discussion in English teaching

Engaged reflection upon text, the adoption of a defended position and the critique of others' points of view are significant skills, both in English and across the curriculum. However, our research participants commonly perceived that there was more time and space for talk and discussion in shadowing groups than in English lessons. Furthermore, the quality of the discussion was also felt to be different, there was a lot of involvement from different speakers and a great deal of arguing and debate. The group leaders felt that, in shadowing sessions, young people were likely to voice their views more freely than in English lessons and to respond more personally. In relation to the English lessons observed it would be fair to note this was the case, although there are problems in direct comparisons given that the expressed purpose of reading in English sessions and in shadowing sessions is different.

The extent to which it may be possible for teachers to step out of their teacher frame, which was characterised by one as an 'objectives/assessment focused literary mindset' in engaging in discussion was pondered upon by several group leaders, for example:

> *As an English teacher I don't know whether you'd be able to switch off that English teacher bit of your brain that says, you know – 'Right now we need to talk about the plot. What did you think about the character? What did you think about the …' And I don't tend to do it like that particularly. I'll try and draw it out of them sometimes, but often – I mean they've all done it today – just spoken naturally about those sorts of things as it's occurred to them, rather than making it a focus point and getting in the way of their enjoyment of the text maybe.*

Several group leaders identified that shadow talk afforded a sense of flexibility, noting that, for instance:

> *It's not linear. There's a lot of involvement from other students, and a lot of arguing … They don't need to give a literary justification, they can … say they don't like something … When teachers come into the library, they're surprised at how articulate they are.*

> *… they digress – it's not like an English lesson, they're free-thinking children who have their own ideas.*

The students also perceived a contrast in relation to discussion and felt that in class there were, perhaps inevitably, constraints upon the development of debate, in part due to class numbers and some students being less interested in reading, as in the following extract from a group interview:

F: … you don't really get truthful points of view, because it is just people saying -

K: Just people saying, because if they can't be bothered to read it …

G: Yeah they are just saying, it is like people [saying] 'there are so many verbs there, my mind was blown!'

Group members clearly valued the chance to express their opinions in dialogue with the librarian and other group members:

> *It gets me to talk about the books and hear other people's views as well as my own.*

> *You actually get to say what you think about it personally*

> *In Bookclub we're more together and we discuss everything more because we're friends and no one is checking on what you say – you know assessing you.*

In order to explore such perceived differences further, English/literacy lessons were observed in three of the six case study schools, two secondary and one primary. These lessons, focused on reading, were viewed as 'typical' by the teachers involved. In the primary school, observations were of classes in which Kate Greenaway shadowing was integrated into the curriculum. In the secondary schools, where shadowing was extracurricular, English lessons were a separate activity.

The extract below comes from whole-class talk in a typical primary lesson and illustrates some of the differences we observed between such classroom talk and extracurricular discussion. In the introduction to the lesson the teacher took a clear role, framing the task via the learning objective. She often asked questions which prompted children to 'fill the gap' with particular words or grasp her intended meaning. In the extract, the class is discussing *A Monster Calls*. Here the teacher is interacting with just one student, though this is a whole class session. The rest of the class are listening. As in the earlier extract of a shadowing group discussion of *My Sister Lives on the Mantelpiece*, we provide a commentary in the right-hand column.

	Speaker	Discussion	Commentary
1	T:	Put your hands up and share the reason why you chose this story to win. This could be about the story and it can be about the illustration, a real mixture of both things. What are you going to talk about the illustrations or the story, or both?	Teacher invites students to contribute to discussion, giving three choices: illustrations, story, both. They need to raise their hands to speak.
2	F:	Illustration.	F suggests illustrations.
3	T:	What about the illustrations?	Teacher asks F to say more
4	F:	The monster created by the boy dream so he thinks that the monster will come, or only for him the monster had come to see and he imagined how it was going to look like.	
5	T:	Which monster, this one?	Teacher asks a 'yes/no' question.
6	F:	Yeah.	
7	T:	So he's imagining it or is it happening in front of him?	
8	F:	It's happening in front of him.	
9	T:	What do you mean, what are you talking about, what are you going to say about the illustrations?	Teacher asks F to say more
10	F:	It's making the boy dream the monster and how it looks like, and then the monster comes.	
11	T:	So the illustrations are giving us a good image of what the monster looks like as well as the description within the writing, so showing us really clearly what the monster looks like, and is it a good description of a monster?	Teacher reviews and expands on F's response … and ends with another yes/no question.
12	F:	No.	
13	T:	It's a good monster, can you explain why? Has the illustrator created a monster? You can see that it's a monster?	Teacher doesn't acknowledge F's response. Gives her own view and asks further questions.
14	F:	White and black.	
15	T:	The illustrator has used grey, black and white to create this effect. Is there anything else you want to say?	Teacher expands on F's response.
16	F:	[Quiet, unclear]	
17	T:	OK, so what are you saying there, that	Teacher reviews F's views,

they tackle lots of relationship issues so between mum and dad being separated, the relationship between Conor and his grandmother, the relationship between Conor and his mother, and relationship between Conor and his dad, and the relationship between Conor and the monster which is the biggest probably, most important relationship in the book?	adding substantial new information.

It is clear that in this excerpt from a longer interchange the teacher takes the initiative, asks all of the questions and does most of the talking. 'Yes/no' questions, such as those in turns 5 and 11 are often felt to limit young people's answers in comparison to more 'open' questions such as 'what about …?', and 'what are you going to say about …?' (turns 3 and 9). In practice this is over-simplified (it's possible to respond at length to a yes/no question) but F's responses here are limited (interestingly, except his responses to the questions in turns 3 and 9). No other children join in the discussion. In the final turn in the extract, while the teacher is apparently reviewing what F has said she goes far beyond this, perhaps modelling the information she wanted. The teacher's questions may in places support F's thinking, and the rest of the class may have benefitted from listening. This is however very different from extracurricular shadowing discussions in Section 9.6.1 above. The teacher's role in this context is also different from the librarian's, who was present and later joined pairs and groups to discuss their books and write their reviews.

Other primary lessons focused on a range of objectives related to the Kate Greenaway shortlist and to shadowing. There was scope for choice in terms of texts, pair activities were given space, and the children were interested and motivated, but activities were directed by the teaching tasks. The breadth and openness of shadowing discussions in extracurricular groups was not present to the same degree.

We suggested earlier that direct comparisons between particular discussions are not straightforward. All the discussions we have illustrated in Section 9.6 are concerned with shadowing (the focus of discussion in English lessons may be different) but the extract above comes from a primary classroom where most children have English as a second language. The examples of extracurricular discussion came from secondary school shadowing groups. There are therefore differences between participants, as well as settings. The fact remains, however, that discussion of texts in English/literacy lessons was consistently different from that in extracurricular shadowing, at least within our sample.

The secondary lessons we observed focused on developing a stronger literary understanding of set texts. As in the primary extract above, the teachers led in these lessons. They worked towards predetermined outcomes that related to their learning objectives, evidenced in assessed written work. Young people's views were sought, but there were few occasions of peer - peer turn taking, the majority of the time the teacher took the initiative to ask a question, a student responded and the teacher offered feedback.

The evidence across our interviews, and across our observations of extracurricular shadowing sessions and English lessons, suggests that, in contrast to English lessons, both group members and group leaders felt that young people had an increased degree of ownership of the discussion in shadowing groups, they were free to voice their views (which were more extended in nature) perceived these were afforded more attention, and that the atmosphere was more relaxed. This may be understandable in the context of small voluntary groups, held in informal contexts, not framed by curricular constraints and run at lunch time or after school. However, this view was also voiced by young people in larger groups, who also felt an increased degree of freedom to discuss, debate, and disagree both with each other's views, and in some cases with their group leaders' perspectives.

9.7 Reading in shadowing sessions and in English: a review

There are clearly many perceived differences in relation to reading in English and extracurricular shadowing groups. These rest on the establishment of a broad contrast between curricular and extracurricular reading, premised on a set of binary distinctions as noted above: shadowing group activity is felt to be different from lessons; it is about fun/pleasure rather than analysis; it is about choice (i.e. relatively unconstrained); there is no assessment and no 'work schemes' or 'outcomes'. The relationships between readers are also significant: readers are group members rather than students/pupils; those who manage the activity are group leaders or facilitators, and don't behave like teachers.

These distinctions are important – shadowing groups are partly defined by their contrast with curricular reading. They are constructed through the activity of group leaders and group members – e.g. in managing a particular physical environment for reading, in managing discussion. And they may not be easy for everyone to sustain – one of our teacher interviewees experienced tensions in stepping outside the 'teacher' role. Nonetheless they represent the commonly expressed perceptions of both group leaders and group members. Teachers who attended shadowing groups also noticed and commented upon such contrasts.

These perceived contrasts, evident (partly) in Chapter 8 and (mainly) in this chapter, can be summarised as in the chart below.

Reading in ENGLISH LESSONS is perceived to be framed as/focused on:	Reading in EXTRACURRICULAR GROUPS is perceived to be framed as/focused on:
Improvement of assessed levels of performance	Increased pleasure in reading
The skills of reading as assessed and determined by current assessment criteria	The will and desire to read, un-assessed
Imposition of set texts	Choice of texts
Study of set texts or parts of them, not always finished	Whole texts read as complete books or abandoned of choice
Teachers' views and exam board requirements/attainment targets	Student voice and opinion
Literary analysis	Personal response
Teacher ownership and control	Student ownership and control
Implicit teacher recommendations regarding set text	Explicit reader to reader recommendations
Assessed written work to evidence analysis; teacher as audience	Non-assessed writing (e.g. reviews), produced from choice for other readers
Teacher-framed discussion	More open discussion
Adult as educator/instructor and assessor	Adult as co-reader and colleague
Clearly demarcated teacher – student relationships and hierarchies	Less demarcated group leader – group member relationships and hierarchies
Formality in physical/social arrangements	Informality in physical/social arrangements
Possible class challenges re perception of readers as 'boffins'	Increased sense of security regarding one's position as a reader
Pressure	Lack of pressure
System/school reading	Lifelong readers
Sense of conformity	Sense of community

9.7   Conclusion

Whilst it is recognised that the group leaders are working with relatively small groups, (in relation to the numbers of students in the school as a whole), and that shadowing is thus a minority activity, what is perhaps less well recognised or indeed articulated is that the CKG group leaders are making a contribution to the reading lives and learning opportunities of young people, fostering the desire to read and introducing them to a wide range of new high quality novels and/or illustrated fiction books .

Whilst not reflecting absolutes, the perceived differences between reading in English and reading in shadowing sessions highlight some of the strengths of the shadowing scheme in the eyes of the young people and their group leaders. CKG shadowing is viewed highly positively by group members and group leaders, as well as by English teachers attending, and is characterised by a focus on the pleasure of reading, informal guidance and enthusiasm from group leaders, lack of pressure, a supportive environment, a sense of community and relatively informal group leader – group member relationships. The choice of texts, time to talk and encouragement to express personal views, and particularly the absence of assessment appear to offer a markedly different experience in the eyes of the participants to reading in the English curriculum.

The observations undertaken affirm that there are differences in purpose in English and shadowing, and that there may be related differences in the time made available for talk and discussion, in the degree of choice and autonomy afforded the young people, and in the roles of the adults, whether group leaders or teachers, though much depends upon teachers' pedagogical practices. Despite the diversity of the practice likely to be observed in curricular contexts, it is suggested that these issues are worthy of further investigation. The data also suggest that a debate about the roles and responsibilities of teachers and librarians with regard to the reading for pleasure agenda and the ways in which this may be taken forward in both English lessons and library sessions may be fruitful.

10. Diversity and 'hard-to-reach' groups

CILIP and the Carnegie UK Trust have been concerned that the shadowing scheme is not as extensive as it might be across the UK and the Republic of Ireland, and in particular that certain geographical areas, and certain settings, are proving 'hard-to-reach'. This is supported by evidence from the Phase 1 study, which identifies a number of imbalances in the distribution of shadowing groups (discussed mainly in Chapter 5 above). We consider this issue further in the present chapter. We briefly review the evidence of imbalances identified at Phase 1. Research with our own selected groups is encouraging with regard to any future attempts to redress such imbalances as it indicates the adaptability and flexibility of shadowing, and therefore its potential across diverse settings and diverse groups of young readers. We provide a brief indication of the range of practices evident across our Phase 1 and 2 samples. Most of the chapter, however, presents new evidence from the case studies that were the focus for our research at Phase 2. These case studies provide a relatively holistic view of shadowing in particular contexts, complementing the identification of broader themes across shadowing contexts in Chapters 7, 8 and 9. Of particular importance is that the case studies reflect diversity along several (social, cultural, geographical, and educational) dimensions.[5]

The aim of this Phase 2 case study research is to provide more detail on how shadowing works in a variety of such settings, including those that are under-represented in CKG shadowing and that have been considered hard to reach. Evidence from the case studies is intended to inform the development of strategies to reach out to a wider range of (potential) groups and group leaders (considered in Chapter 12); to feed into the development of group leader toolkit materials; and to provide illustrations and ideas for future promotional material that emphasizes the potential range and diversity of shadowing.

10.1 Who shadows?

Chapter 5 presented evidence from the CILIP database of imbalances in the distribution of shadowing groups:

- *Geography*: many more groups are located in the south of England and progressively fewer in areas further removed from the south;

- *Type of school*: in the case of school groups, many more groups meet in secondary than in primary schools;

- *Age range*: the age range of group members peaks in lower secondary (11-14 years);

- *Award shadowed*: many more groups shadow the CILIP Carnegie Medal than the CILIP Kate Greenaway Medal.

'Age range' is clearly linked to 'type of school', reflecting the lower number of primary schools shadowing the awards. 'Award shadowed' is likely to be an associated factor with primary schools shadowing the Kate Greenaway Medal and secondary schools more often shadowing Carnegie, although Kate Greenaway shadowing is also carried out effectively with older readers. There is a perception that shadowing occurs more frequently in schools in relatively middle-class areas, and in selecting groups to participate in the Phase 1 study, and as case studies for Phase 2 (see Chapter 3 and below) we had to work hard to identify groups that reflected a range of social/demographic characteristics. The database that we

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[5] Blake, Hale and Sherriff (2011) in their discussion of 'hard to reach' groups with reference to public libraries, also identify these and other more locally focused 'hard to reach' challenges in local settings.

drew on in Chapter 5, however, did not include information on such characteristics so we do not have any firm evidence of national patterns with respect to social/demographic imbalances.

Also relevant are imbalances within groups. Although, again, the database does not provide evidence of national patterns, interview and observation data collected for the Phase 1 study support a general perception that more 'high-ability' readers tend to be selected, or are attracted to shadowing, particularly in the case of Carnegie; and that more girls than boys take part in shadowing, in line with national and international trends in children's reading.

10.2   Range and diversity in shadowing practices

In identifying our own sample of CKG shadowing groups, at Phase 1 and more particularly at Phase 2, we paid careful attention to the selection of groups that represented diversity along a range of dimensions (these are detailed in our discussion of methodology in Chapter 3). The sample, therefore, does not reflect national patterns in the distribution and characteristics of shadowing groups such as those detailed above. Rather, it is intended to represent a broad range of shadowing contexts, enabling us to evaluate the potential for shadowing to appeal within diverse settings and to a variety of readers.

Across the 31 settings in which interviews and observations took place, group leaders detailed a considerable range of practices under the banner of the CKG Shadowing Scheme. These varied considerably in scope – for instance, a whole-school initiative involving all students and integrated into the curriculum; joint events organised between different schools; small reading groups meeting at lunch time or after school. At the core however, most groups read prior to meetings and spent much of their time together sharing their views on what they had read. This was facilitated in various ways both within and across groups: some took turns for individuals to voice, others used questions to prompt discussion, still others invited the young people to read aloud extracts from their current book.

In addition to the relatively informal talk focus, there was evidence of other practices, though much depended upon the number of meetings held and whether these were in morning tutor group sessions, extracurricular after-school/lunchtime library based sessions, or sessions integrated within the curriculum. Some groups held core shadowing sessions and supplemented these with an additional after-school event which had a more activity-based orientation. Where group leaders moved beyond group discussion, the activities of those visited and interviewed included the following.

Relatively short, focused activities:

- At an early stage, using prompt cards to research on the Internet topics/issues related to the books

- Evaluating covers, blurb, illustrations, text extracts and making predictions

- Literacy work around the text focusing e.g. on character, plot and setting

- Competitions/games in which group members defend/evaluate/vote for their favourite books

- Individual or group presentation on a current or favourite book

- Writing reviews of books – from 'Twitter-style' to more extended

- Carrying out activities on the shadowing website – e.g. uploading reviews, blogging, watching and discussing clips of authors/illustrators

More extended activities:

- Designing new book covers

- Art and puppetry making related to the books

- Creating collage like posters to advertise the books

- Drama and role play around characters

- Making a video of their group's views on a text

- Meeting a judge who visited the school and Skyping an author

- Mentoring, with older classes joining younger ones to read aloud and share Kate Greenaway books

- Meeting with shadowing groups in other schools

- Local events involving libraries and visiting authors

- A competitive multi-school event, featuring performances based on Carnegie short-listed novels and held in a local theatre

Our evidence suggests, therefore, that CKG shadowing is highly flexible and adaptable, with the potential to work effectively across a range of settings and to be tailored to the preferred ways of working of group leaders and the interests, ages and abilities of diverse sets of young readers. We explore this further below in relation to our six case study groups.

10.3   Shadowing in context: six case studies

Alongside our larger sample of groups, the Phase 2 study provided us with six groups that we studied in greater depth. Feedback on Phase 1 of the research had suggested that the way to take the work forward would be to provide 'models of reading groups, including working with children from diverse backgrounds …'; this would involve 'the development of case studies of good practice with particular reference to the more challenging aspects of engaging with children from a wide range of backgrounds, including children for whom English may not be their first language. And also examples where links have been made with wider issues about the curriculum or literacy.'[6] An eventual aim was to increase the participation of 'hard-to-reach' groups (i.e. those that are currently under-represented in shadowing). Case studies therefore (and the parallel selection of video groups) needed to target some of the groups fitting this profile in order to inform, and provide evidence for, the development of strategies to increase and diversify participation.

The reflection of 'diversity' and/or 'hard-to-reach' in a small sample of groups itself begs a number of questions. First, groups that are under-represented are also, for this reason, harder to track down for research purposes. Secondly, and importantly, several 'diversity' issues needed to be addressed. One important issue was an imbalance in the social and cultural backgrounds of group members; but other issues had also been identified (cf Section 10.1), including geography, reading ability, gender, primary vs secondary, shadowing Kate Greenaway vs Carnegie. The selection of case study groups was therefore a complex process. We could not find individual groups that countered all the imbalances giving rise to concern – and at any rate a sample consisting just of such groups would actually be a poor reflection of diversity. We therefore selected a broader sample of groups

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[6] Carnegie UK Trust response to the Phase 1 'Scoping Study' report.

that, collectively, provided illustrations of all the under-represented characteristics that were of interest; and that were also, in interesting ways, different from one another.

The groups all meet in schools. In other respects they reflect diversity on several dimensions:

Geography: including three groups outside the south of England

Local area: both urban and rural; including two schools whose catchment areas included areas of social deprivation

School type: all state schools; including one primary school

Award shadowed: both Carnegie and Kate Greenaway

Socio-cultural background: group members come from different social/cultural backgrounds; some groups are culturally mixed, one has a particularly high number of members from ethnic minority groups, 98% with English as an additional language

Gender: there is a gender mix across the groups, including two groups with more boys than girls

Ability: group members are mainly keen readers, but some groups include a mix of abilities and one is specifically for readers with low levels of literacy

Age range: from upper primary to upper secondary, including groups with mixed age ranges

Group leaders: all groups are led by librarians, but some have participation from English teachers, teaching assistants or parent helpers

Observations and interviews from these Phase 2 case study groups are among those cited in Chapters 7, 8 and 9, along with evidence from other groups we talked to and visited in Phase 1. Here, however, we present more contextualized accounts of the groups and their meetings in order to provide focused case studies of shadowing in practice in these diverse contexts.

10.3.1 Group A (Scotland)

Group A is in a mixed secondary school in Scotland. The school is located in a relatively affluent suburban neighbourhood, but on the edge of a poorer area. The proportion of students eligible for free school meals is lower than the national average. The school has higher than average exam results at Standard and Higher levels and received a favourable inspection report in 2011. It is a popular school with a high number of placing requests (requests to accept children out of the school's catchment area). The group leader comments that there is a mix of students from different cultural backgrounds, including children in families seeking asylum in Britain. The shadowing group includes children whose families come from Sri Lanka, Poland, Gambia, and Caribbean countries.

Shadowing is carried out by the library reading club – a voluntary group of 24 S1-S3 (11-14 year old) students, who meet once a week at lunch time. They are shadowing the Carnegie Medal. The group is led by the school librarian but three English teachers also participate in the shadowing sessions. Unusually the membership includes more boys than girls – 16 boys to 8 girls. The group is popular and the group leader says she does not need to recruit.

Group members are keen readers. In the main, they are also more able readers, but there are a few with lower reading ability. The group leader notes that the library provides a space for some children who feel insecure, and these may not necessarily be able readers. The group leader likes the mix of ages – she thinks older readers can encourage younger

ones. She feels the group is sometimes competitive, and speculates whether this may encourage participation from boys.

The group also shadows the Scottish Children's Book Award – an autumn event that helps to launch the library reading club at the beginning of the year. A range of other whole-school initiatives is designed to promote personal reading – e.g. teaching first year classes about choosing books (activities such as evaluating covers, evaluating blurbs, reading the start of a book). The school has invited children's authors to visit. And the group leader has taken children to Waterstones to help spend the annual library book budget.

As in other groups, the group leader sees shadowing, and the reading club more generally, as being about fun, which distinguishes it from reading in English lessons. She comments that, in shadowing, reading is a social activity, not something that is assessed. There is also no pressure to finish a particular book.

She does however feel that shadowing complements and extends 'English' activities. For instance it links to the children's personal reading period in which they carry out a range of reading activities around a book they have chosen (word searches, crosswords, designing a new cover, rewriting the ending, writing a review). Shadowing also extends individual children's reading – they become more prepared to try a book, and to finish a book even if they don't like it.

The group leader tries to provide a supportive atmosphere in the library, in which children feel comfortable in talking about their feelings about books – it is a 'sheltered environment where they know nobody is going to be nasty to them, or laugh at them'. They are also encouraged to make personal recommendations about books. The group leader herself tries to join in on a par with group members. She feels the kind of discussion that takes place in shadowing increases children's self-confidence across the board. It is 'more important than just for the Carnegie'.

Shadowing occurs mainly in the library. A few years ago the group attended a launch of the shortlist in Stirling where they heard authors such as Meg Rosoff, Siobhan Dowd and Berlie Doherty talking about their books. This year the group watched videos of the short-listed authors on the shadowing web site – this couldn't have quite the same impact as a day out in Stirling, but it was valuable for the children to hear directly from authors.

Shadowing activities have to be staged over time. There are just three copies of each book and it takes a while for group members to read these.

The sessions that were observed included the following:

> 2 May – 'background' activities in an early session when most readers won't have got far with the books – e.g. fact-finding activities, web searches. These had to do with Australian slang (Danny, the lead character in *Everybody Jam*, uses Australian slang); treasure hoards (the finding of money in a rubbish heap in *Trash*); the Victorian magician, John Nevil Maskelyne (the magician great uncle in *Small Change for Stuart*); and yew trees (the yew tree that becomes a monster in *A Monster Calls*).

> 16 May – discussion of books in small groups, with or without teachers and the librarian. At the same time, children key in reviews. This is a particularly informal session, with children and adults moving between tables to chat to others about the books, or moving to a computer to write a review.

> 13 June – the last session before the announcement of the medal winner, at a time when group members are familiar with more of the books. Volunteers each champion one of the books and the group votes on their favourites.

Below are more detailed notes on this last session, based on observations and an audio-recording.

This is the last group session before the announcement of the winner. Group members will have read more of the books by now, covering the shortlist as a whole across the group.

Shortly before 1 o' clock, children begin arriving in the library. Most have brought their lunch and/or snacks. A group of boys comes first, a few girls minutes later. They sit at tables eating and drinking, as others arrive. The librarian has finished her lunch but three teacher members of the group are still eating round a table. There is quite a lot of activity as children chat and sometimes wander between tables. Some children are moving chairs to make two rows facing the back wall of the library, with an aisle down the middle. Most children come to sit on these chairs. The librarian is with the children in the front row. The three teachers have drawn up chairs to make a shorter back row. Three boys and two girls remain seated at a table and a boy hovers behind them.

The librarian explains the activity – they need eight group members, each of whom will present one of the short-listed books to the audience. There will then be a vote, and the group will chose their favourite book. Group members volunteer, some with a little persuasion. They each take a copy of their book, and begin scribbling notes.

After a few minutes, the librarian calls on each presenter, in turn, to come to the front to argue for their book. Most people have written a script. Some are able to draw on earlier written reviews, which inform their presentations. One girl, presenting *My Name is Mina*, has developed an authoritative review style, beginning with a quotation from the book: 'I love the night. Anything seems possible at night when the rest of the world has gone to sleep.' In her presentation, she often adopts writerly syntax and has also thought about her choice of vocabulary:

> *A sequel to the Carnegie medal-winning masterpiece Skellig, My name is Mina is an innovative tale told by an inspiring author.*

> *… [It] challenges even the most embedded opinions, including the reader and enthralling them. A worthy winner!*

Not all the reviewers are so assured in their writing but all try to convince the audience of the value of their book, pointing to the strength of the characters or the plot, and the treatment of issues likely to be of interest to readers. One of the boys has a more informal delivery, reading from notes rather than a script:

> *Hi everybody! OK, I am doing A Monster Calls by Patrick Ness.*

> *… it is a brilliant read. I couldn't put it down – I picked it up, went to sleep for a bit, and picked it up again.*

He is a confident performer, holding up the book and pointing to illustrations to show how they contribute to the story:

> *Yes here it is (holding up an image), here it is, this monster who's bigger than a house – quite hard to imagine normally I would have thought, but the book helps with that because it has got the illustrations.*

Generous applause greets each presentation. Group members sometimes comment, and the librarian may ask a question, or link the review to earlier discussion: 'A, could you tell us quickly what you *didn't* you like about [*My Name is Mina*]?'

The librarian sums up and the group picks their favourite book – they vote for each in turn. The librarian announces the group winner and two runners-up: *A Monster Calls*, followed by *Between Shades of Grey* then *Small Change for Stuart*.

While the points made about the books are serious, the session is also characterized by good humour and frequent laughter:

> *A boy down to present later leaves the room briefly, commenting 'I'll be back in two seconds', then in a sing-song voice 'dum dum dum!' The librarian calls out 'You'd better be back!' and everyone laughs. A teacher offers humorously: 'I'll take over – I'll just dance!'*

> *There is a sports match taking place outside the library and the shouting can be heard clearly through the window. The librarian comments: 'I love the way that L gives a really nice speech and outside we're all hearing … (in a rough voice, she imitates the loud exclamations from the sports field)'. Group members laugh at this.*

> *As he walks to the front, a boy comments ironically on the presentation he is about to give: 'I may have achieved a new level of choosing … clichés but we'll just have to see!' The audience laughs.*

Even within this relatively high-ability setting, there are differences between group members in terms of their use of language, appreciation of a review genre, performance style and level of confidence. These are however all accommodated within the activity. The librarian offers reassurance to any group members who are hesitant, commenting that they are 'not getting marked'. The audience is highly supportive – all presenters receive thanks, and a round of applause. The informality of the setting, the frequent joking and laughter and the librarian's light-touch organization no doubt also contribute to speakers feeling at ease and to all group members' evident engagement in the activity.

10.3.2 Group B (North East England)

Group B is in a mixed comprehensive school in the north east of England. The school recently became an academy. The percentage of students eligible for free school meals is average but overall levels of social deprivation are lower than average. The proportion of students with a statement of special educational needs is average but overall the proportion with learning difficulties and/or disabilities is below average. The great majority of students are white British. The school has high levels of achievement at GCSE and A levels, and was rated 'outstanding' in terms of overall effectiveness in successive Ofsted reports.

The school reading group meets weekly at lunch time in the library, and is led by the school librarian. In the summer term they shadow the Carnegie Medal. This is a group of older students, Year 10-13 (aged 14-18), who have been meeting together for some time. There are 15 members in the group – mainly girls, with one boy. There is a considerable range of ability in the group, including students in both top and lower sets.

The group has taken part in several other awards: the North East Book Award (for younger students) and the North East Teenage Book Award; the Royal Society Young People's Book Prize; the School Library Association Information Book Award; this year, for the first time, they tried the Stan Lee Excelsior Award (for graphic novels and manga). The group leader comments that these cover different kinds of hooks, and they 'stagger quite nicely across the year'. Carnegie provides a focus for the summer term. It is also valued as a high-profile scheme – e.g. children will be able see media coverage of the award and feel involved in a national initiative. More broadly shadowing, and other reading group activities, fit into the school's reading for pleasure policy, complementing whole-school initiatives such as inviting authors to speak to the children.

A few years ago the group was involved in external events such as meeting with other schools just before the announcement of the winner to share perceptions of their favourite books. At the moment however it operates just within the school. The main pattern for group meetings is discussion of the books. The group leader comments that with younger

children she would carry out more activities, but because this is an older group that has been meeting together for some time they prefer talking and arguing. They are confident about expressing their opinions in front of each other – something that has built up over the years. In this case Carnegie provides a useful stimulus for the summer term and is something to look forward to. From a professional point of view it also provides a stimulus for the group leader, encouraging her to read new titles.

The group leader values the mix of abilities in the group. More able readers have an opportunity to voice their opinions and they also model talk about reading for others. Less able readers are able to get involved and confidence increases: 'for students like Rachel to be able to listen to somebody like Sophie or Katie does sort of show them the kind of things that real readers do … and what real readers notice when they are reading and how they do it.' The group leader has noticed Rachel borrowing a lot more books than she used to.

The group leader has several examples of students whose reading repertoire has been extended by shadowing – for instance Hannah, who accepted a challenge to move away from her focus on vampire books; and Sophie, who was already a broad reader, discovering Patrick Ness and going on to read several of his books. Group discussion also contributes to developing children's ideas about books:

> *… hearing what other people thought of something can, maybe not change your mind, but make you think about the book in a different way and can make you appreciate things that otherwise you maybe would have written off about the book. And even from … an adult point of view, hearing somebody say something about a book can make you go back and re-read it.*

We were able to visit two meetings of Group B:

> 17 May – a little way into shadowing. The group leader introduces the discussion inviting group members to talk about a book they have read – this is the usual pattern for discussion. There is a 'no spoilers' rule to avoid giving away anything that would spoil the book for other readers.

> 14 June – the group leader announces the winner of the Carnegie Medal. Students are in the middle of examinations and not all are able to be there. Three arrive initially and another three later on. This is the last shadowing event and the librarian has brought cakes to eat. There is some general discussion and we also take the opportunity to carry out a group interview.

Below are more detailed notes on the first session, based on observations and an audio-recording.

Observation and audio notes: Thursday 17 May, 1.00pm

This is the first session observed, at a time when group members have read at least some of the books.

It's lunch time and there is quite a lot of bustle in the library, with groups of students gathering at the desk. As shadowing group members come in a little after one o' clock, they squeeze round a long rectangular table. The table is surrounded on three sides – by a library wall and two tall bookshelves – giving the group a semi-private space for their meeting.

As the meeting begins the librarian hands round a packet of biscuits ('I know they are very important'). She introduces the session. As usual, she wants them to talk a little bit about whatever Carnegie book they have been reading this week. Some people are busy with exams and course work, so if they haven't had a chance to get any new reading done they can talk about their favourite book so far. People might say what they thought of the book before they started to read, what surprised them, what they liked, what they didn't like, what they think of it now, why they think people should read it, what they found hard.

The group discusses each book in turn. The extract transcribed below (showing the first couple of minutes of discussion) shows Hannah beginning by talking about *A Monster Calls*.

Note: L = the librarian, as group leader; H, B and R are group members:

1   H: Umm the one I have just not long finished was 'Monster Calls', umm it is really interesting, not like, it gets really sad as you go on, like at the beginning when you first see the monster you think, he's scary, but then you have got to like read on to find out what happens and then your opinion changes, you think like you are looking at him and then you think he is kind of, he's really scary! but then as soon as you get further on there's like one picture where he just looks like he needs a friend, I think it is kind of hard to explain because …

2   L: That was towards the end wasn't it, that picture?

3   H: Yeah

4   L: When you read it though how much attention do you pay to the pictures while you are reading it? Do they interrupt what you read? Or do you read the words and then go back and look at the pictures?

5   H: What it does for me is, I like to have like, if I just pick this one up [picks up book], this one is like – it has got no pictures in so you have to use your imagination, and with that one [referring to *A Monster Calls*] I think the pictures just distract me too much because I like to use my imagination to actually make the story up, like, like with that you show the story what it is.

6   L: So they almost interrupt what you are trying to read?

7   H: Yeah yeah, so when you have got like a page right and then there is like a picture you have got to like quickly flick the picture and like continue reading so that you know what is going to happen. Actually I prefer like to read like stories that don't have any pictures in.

8   L: That is fair enough, where has Ben gone? Ben do you want to say anything about 'A Monster Calls' because I know you have read this one as well haven't you?

9   B: I didn't read all of it because I couldn't get into it, but I did like the pictures because I am not very good with imagination so it kind of helped us see like what the boy was seeing.

10   L: So you were almost the exact opposite to Hannah?

11   B: And also because it is drawn quite dark you get the atmosphere as well.

12   L: Because the pictures are just black and white you mean?

13   B: Yeah

14   L: Yeah. Anybody else read this one yet?

15   ?:   No.

16   L: Rachel?

17	R:	I kept [unclear]
18	L:	You didn't like it. Why didn't you like it, because you didn't like it either Ben, did you? For all that you like the pictures and the way the pictures helped you, you just didn't like the story?
19	R:	Too much [unclear]

The group then moves on to the discussion of the next book, Everybody Jam.

Note: *us*, Turn 9, represents a north-east dialect form. The standard form would be 'me'.

Hannah, who speaks first, is the student who has been cutting back on her vampire books. She has set herself the challenge of reading all the Carnegie shortlist and is well on the way to achieving this with just two books to go. She is clearly interested in *A Monster Calls* and comments on how her perceptions of the monster changed as she read more of the story. Hannah holds up a picture of the monster to show the group. When the group leader picks up on this, however, asking her how she responded to the pictures, it becomes clear that Hannah finds these a distraction – she prefers to use her imagination. Unlike Hannah, Ben, the one boy in the group, liked the illustrations – he comments that he is 'not very good with [his] imagination', drawing a direct contrast between his way of reading and Hannah's. The third group member to have read the book, Rachel, did not like it.

The extract is typical of the discussion as a whole, in that these older and more confident readers take different views about books and are happy to express these. The group leader plays a pivotal role in the discussion, bringing in speakers, commenting on what they say, linking the perceptions of different group members (e.g. Ben and Rachel, neither of whom liked *A Monster Calls*). She also accepts what group members say, while sometimes encouraging them to say more (e.g. drawing out Hannah on her dislike of illustrations). It's notable that Ben feels able to say he could not get into the book and this is accepted by the group leader. This relates to the views expressed by group members, who comment that, in shadowing, they particularly value the opportunity to express a view: 'with Ms A [the group leader] we get to voice our opinion …'. Group members also indicate that they appreciate the group leaders' knowledge about them as readers, and her ability to recommend a book they will like or cajole them into something new. They enjoy group discussion, and hearing the (sometimes differing) views of others, and they sometimes think about these different views and find their own perceptions change.

10.3.3 Group C (East Midlands)

School C is an 11-19 Academy in the east midlands. The school's catchment area includes areas of social deprivation. The proportion of students eligible for free school meals is above average. There are more students from minority ethnic groups than average, but the proportion with English as an Additional Language is in line with that nationally. The proportion of students with special educational needs and/or disabilities is well above average. These students most commonly have moderate learning difficulties, specific learning difficulties or behavioural, emotional and social needs. The school's Ofsted reports note that it was rated as 'satisfactory' for overall effectiveness in 2010 but more recently is seen to be improving.

Shadowing is carried out by the library reading club, which is run by the school library manager and meets in the library at lunch time. This is a Year 7-8 group (aged 11-13), shadowing both the Carnegie and Kate Greenaway Medals. The group leader is hoping the Year 8 students will carry their enthusiasm through to Year 9 (aged 13-14), so that she can start a group of older readers.

The group has 14 members (10 girls and 4 boys) and is mixed ability. It is a popular group and there is a waiting list to join. The group leader tries to ensure that those who come along are keen readers so that they get the best out of the group. She enjoys running a

mixed-ability group – she thinks that those with higher ability 'zip through the books' and then encourage others. The library also runs a separate group (not CKG shadowing) for those who require support with reading.

The group leader believes children benefit from being part of a national initiative – on the shadowing site members contribute to the group blog as well as posting reviews:

> *… we feel that we are doing something extending beyond our own little community … I like the fact that we are reading the same books as a big group of students elsewhere in the country.*

She also comments on the professional benefits of extending her own reading, as well as that of the students:

> *There are things that I wouldn't necessarily choose … What I am doing is encouraging the students to look outside of their normal box and choose something different, explore different genres. [Shadowing] makes me do the same … From my professional point of view I think that is quite valuable to do, to be – not forced into it, but to be encouraged to read things that I wouldn't necessarily read.*

The group reads some of the books on the long list before beginning shadowing when the shortlist is announced. Meetings are lively and activity-based. Group members come to the meetings after their lunch so meetings are fairly short, and the group leader tries to devise activities that take 20-30 minutes. While she likes the activities on the shadowing site, she finds some of them too 'in-depth' and lengthy for the time available and the age and ability of the group members.

In the first meeting, when they don't know much about the books, a typical activity would be group members considering the book covers, saying what they think the genre of the book is going to be, what they think might happen in the book, what the setting might be, and so on. Their responses are then sealed in envelopes and on the final day of shadowing these are opened so everyone can see how accurate they were.

The group leader models many activities on television programmes:

> *TV has such a massive impact on everything that people do these days and I think you have got The Voice, Britain's Got Talent, The X Factor, all those things – it is all so competitive and I try to use that element to encourage the students to read.*

She comments on her enthusiasm for the awards, and for shadowing, and hopes some of this will rub off on the group members.

We were able to observe three of Group D's meetings:

> 1 May – an early meeting, where the activity is 'Do These Books Have Talent?' Group members evaluate the Kate Greenaway short-listed books according to certain criteria (front cover, blurb, illustration, style of writing). This is a complex activity running over four rounds, in which books are progressively eliminated. The final, overall winner is A Monster Calls.

> 22 May – a later meeting, in which the group plays 'Carnegie Bingo'. Each member has a coloured sheet with Bingo squares. Eight squares have an item (a word, phrase or image) related to the Carnegie short-listed books, other squares are blank. The group leader draws folded slips of paper from a glass jar. She unfolds each in turn and reads out a question. Group members call out the answer – e.g.

>> *- Which Mexican festival occurs in Trash?*

>> *- The Day of the Dead.*

> Anyone with the answer to the question on their bingo sheet crosses this out. The first person with 8 squares crossed out wins.

Interwoven with the game are brief questions about the books that come up, e.g. in relation to *The Midnight Zoo*:

> *Do you think a baby could really survive on lemon butter? Has anybody read Midnight Zoo? What do you think about it?*

12 June – the last group meeting before the announcement of the winners of the CKG Awards, in which group members write 'twitter-style' reviews of books – 'as short and chatty as possible'. The idea is that the group leader will laminate these on small rectangles of paper, to be attached to helium balloons and then released on the day of the announcement. In the event it is not possible to release the balloons outside for environmental reasons (!), so they are pinned, with their reviews, to the library Carnegie display, and the group celebrates with a lunch-time party.

The first session is outlined in greater detail below, based on observations and an audio-recording.

Observation and audio notes: Tuesday 2 May, 12.30pm

A few minutes after 12.30, group members start to come into the library. They have just finished lunch but bring snacks and drinks for the meeting. They sit round two tables pushed together. Elsewhere in the library, two boys are sitting reading in a Kindle area, a small group who need support with reading are working with the library assistant and a 6th form student is reading at a table.

At about 12.40 the group leader introduces today's activity to the shadowing group: it is called 'Do these books have talent?'. She asks first of all if anyone has noticed anything about this year's Kate Greenaway books, and a boy says that *A Monster Calls* surprised him because it's nothing like a children's book (he associates Kate Greenaway with younger children). The librarian comments that the illustrations are fantastic, and mentions other books (*The Wolves in the Walls*, *Can we save the Tiger?*) that have excellent illustrations and would be appreciated by older readers.

The group leader then says she'll divide the group up into smaller teams. Each team will have two books from the Kate Greenaway shortlist. They are to discuss these and give each a mark from 1 (poor) to 10 (excellent) in relation to five features: the front cover, the blurb, the illustrations, the text (style of writing) and whether they'd recommend the book. They are to consider these features from the point of view of the age group the book seems to be aimed at. Groups have a score sheet to record their marks:

Do These Books Have Talent?
VOTING CARD

1. Front cover: Poor 1 2 3 4 5 6 7 8 9 10 Excellent

2. Blurb: Poor 1 2 3 4 5 6 7 8 9 10 Excellent

3. Illustration: Poor 1 2 3 4 5 6 7 8 9 10 Excellent

4. Style of writing: Poor 1 2 3 4 5 6 7 8 9 10 Excellent

5. Recommend?:   Poor 1 2 3 4 5 6 7 8 9 10 Excellent

TOTAL SCORE ....

The small teams move off to sit at separate tables for their discussion. All are focused on the activity, leafing through the pages as they talk and sometimes reading out an extract (Section 8.5.3 includes an illustration of one team's discussion of *Solomon Crocodile*). The group leader walks round joining each table in turn, asking questions or commenting:

L: What sort of age group do you think that might be aimed at?

A: Toddlers.

L: Toddlers, yeah – and do you think the illustrations – there's enough in there that would be interesting to toddlers?

[…]

M: The other – the other animals seem to be painted quite accurately but the crocodile … how they've got the picture to make him not so scary.

L: Yeah that's true actually, I see what you're saying yeah. I quite like the little feathers …

The group leader collects in each team's score sheet and totals the scores. She then reads out the top four, in reverse order:

> *Puffin Peter*
> *There are no Cats in this Book*
> *A Monster Calls*
> *Solomon Crocodile*

One of the group members who rated these books holds 'their' book up as the group leader reads out the title, and each of the winners receives applause.

These four books go through to a second round, where they are rated again according to their covers. The teams who rated each book in the first round must now speak up for 'their' book, saying what they thought about its cover. There is then a show of hands for each cover. *Puffin Peter* obtains the lowest score and is eliminated.

In the third round, teams again champion 'their' book, selecting a good illustration that demonstrates why it should win. Following another show of hands, *Solomon Crocodile* is eliminated.

In the final round, a representative from the two remaining teams reads out a short paragraph from their book. This time there is a 'private vote' for the preferred text, with group members writing their choices on yellow stickies. *A Monster Calls* receives the most votes and is the overall winner.

This is a lively and 'non-stop' session. The activity is clearly popular, and works well for this group of young readers. Group members remain highly engaged throughout the meeting. They encourage others to vote for a book they like, and there are gasps as a favourite book is eliminated. Later one of the group members comments on the group's shadowing blog that: 'The whole time was really good!'

10.3.4 Group D (London)

School D is in a large junior school, in a socio-economically deprived area of London. Most pupils come from British-Bangladeshi backgrounds. Almost all speak English as an additional language, although fewer than 10% are at the early stages of learning English. About a quarter of the pupils have learning difficulties and/or disabilities, which is above the national average. About half of these pupils have moderate learning difficulties or behavioural, emotional and social difficulties. In the most recent Ofsted report (2009) the school was rated as 'outstanding'.

Unusually for a primary school, there is a full time librarian, funded by the junior school although she also occasionally supports the infant school on the same site. The librarian instigates and supports the junior school's engagement with the Kate Greenaway shadowing scheme. Over the last few years, the librarian has worked alongside particular year groups and individual class teachers, introducing the shadowing scheme as part of their literacy teaching.

Each class has a regular library slot in which normally 'quite a lot of the time is taken up with choosing new books and having different books sort of promoted and recommended to them'. The librarian also seeks out opportunities to link her book promotions to the curriculum being studied, for instance 'having a story from Ancient Egypt so it sort of ties in with other things that they are doing in the curriculum'. She is involved in running a local book award in the Borough, which she undertakes with different classes in the school.

The school has a high profile for reading for pleasure. There is a staff book group and the head teacher and deputy head are both keen readers, considering wider reading and 'finding oneself' in books as a significant issue for all. Each child is allowed to take out up to three books at a time (three more if they have a younger sibling to whom they wish to read). This is a well-used and popular facility.

In 2010-2011, the librarian introduced the Greenway books to all four literacy sets in Year 4 (aged 8-9). In 2011-2012, she concentrated upon the third literacy set (of four) in Year 5 (aged 9-10). This set includes 15 children, nine boys and eight girls. For all but one, English is a second or third language. Two children are recent arrivals in school; one is Iranian and another Bangladeshi who has been living in Italy. The librarian feels strongly that picture books and 'being able to think about and read something of that level' offer significant support to these young people – they can 'quite often decode when they haven't got the full comprehension of what is … going on'. Kate Greenaway also offers:

> *… a good opportunity to … revisit picture books and … look at them in depth, both, as the pressure I suppose is to get to on to short novels but there is so much that can be explored within the picture books.*

Being part of the shadowing scheme provides new opportunities:

> *It is good for one of the lower groups to sort of make, have a special literacy focus for them rather than it always being the top literacy group that are doing the more special activities.*

The school also sees shadowing as a chance to develop the views of some girls who are not confident about expressing their opinions.

The children clearly appreciated shadowing the Kate Greenaway Medal; they felt 'special' doing this 'proper project'. No other literacy sets had access to the books during the six-week period; it was seen as a private project for the group.

The class teacher sees Kate Greenaway shadowing as motivating for particular readers:

> *I have got (child's name) who is a lower reader, he is a lower reader in my group but he is very artistic so he loves the idea. The idea of reading long fiction books might have been quite daunting for him but the idea of looking at illustrations and discussing them has been right up his street, it is something he loves to do because he loves drawing and painting etc.*

Shadowing was given two to three sessions per week. In theory one was library-based and at least one class-based, but the project developed its own momentum and most of the sessions happened in literacy lessons with the English teacher. The scheme therefore afforded opportunities for collaboration between the librarian and the English teacher.

Both expressed pleasure in taking part and recognized this as a form of professional development.

Across the six weeks of shadowing, group members engaged in several literacy-related activities, including: making predictions about the books (with the teacher showing the cover and encouraging whole-class and pair predictions); presenting their predictions and videoing these; reading the books in class and hearing them read by the teacher; and writing reviews in response to specific questions and requests, including:

> *Give a brief summary of the plot*
>
> *Are the characters well drawn and believable?*
>
> *Is the story appealing to the age group?*
>
> *Is the author familiar? What else have they written?*
>
> *Is there anything you do not like about the book?*
>
> *Give a description of the illustrations*
>
> *Do the illustrations complement the story?*
>
> *What feeling do the colours or style of the illustration set?*
>
> *How is the layout and design of the book?*
>
> *What audience is the book intended for?*
>
> *Is it a good read aloud? Why?*

Led by their English teacher, the group also visited the shadowing website and watched the authors'/illustrators' videos. The information garnered from this activity in relation to the techniques the illustrators used was evident in the children's informed and energetically shared views.

In addition, the children were invited, in pairs, to prepare to read aloud one of the books to a Year 1 class in the infants school. They worked to identify questions to ask the younger children. This was perceived by both the librarian and the children to be a central and highly pleasurable feature of their Greenaway project. It offered less experienced readers the chance to select a text, to justify their selection, to collaborate over their prepared dramatic reading, to present themselves as assured readers and to be 'teachers' for a short period of time. Their comments noted below indicate that they valued this opportunity, and accepted the responsibility and challenges that it offered.

> *The only person who knew that we were coming was the teacher and none of the children knew!*
>
> *It went really well. They kept on scaring us. When we asked them a question all of them put their hands up. It was so hard to pick.*
>
> *You know when we was practising, like reading it out to everyone and we was so brave in our class to say it, and then after, when we went to the Infants, we were so shy.*
>
> *I started actually laughing because it took about half an hour for them to actually get settled down and stuff because they're always doing like naughty stuff because a girl slapped another boy for no reason.*
>
> *The teacher was really laughing. She was actually laughing inside you can tell.*
>
> *I pretended that I was smiling at all of them trying to make them be good.*

This group differed from most of the other groups we observed, which were extracurricular, and whose membership was voluntary. In this group, the integration of

97

shadowing into their literacy lessons meant that, at least in the children's eyes the two activities were almost indiscernible:

> *It's exactly the same.*

> *You answer questions, and you answer questions here. We write about the books.*

> *It is the same in a way. It's just much more fun. It is literacy but you're using more of the right side of our brain.*

The last observation does however connect to other groups in its reference to 'fun' – a feature common to most group responses.

We were able to visit three meetings of Group D:

> 21 May – after an opening discussion and explanation from the English teacher, the literacy set worked in pairs to discuss their chosen Kate Greenaway book and to decide upon the questions they could ask the Year 1 children on their forthcoming visit. A whole class plenary discussing these questions concluded the 50 minute session.

> 11 June – children were given a 'learning intention' to record in their books: 'I am learning to review a picture book. I can use the questions sheet to help me evaluate different aspects of the book'. The English teacher gave out a question sheet as a prompt and explained that the written key task was to justify and give reasons for their choices and explain why they think their chosen book should win. At the end of the 50-minute lesson, *A Monster Calls* received the most votes.

> 18 June – eight members of the literacy set who had attended the Carnegie and Kate Greenaway Award ceremony (with the English teacher and librarian) shared their experience accompanied by photos. The class then selected one book to discuss all together and settled upon *A Monster Calls*. The focus later shifted to *Slog's Dad* and *Wolf Won't Bite.*

Below are more detailed notes on the first session, based on observations and an audio-recording.

Observation and audio notes: Monday 21 May, 10.15am

As the fifteen children in the literacy set enter the room for their lesson, they are invited to sit on the carpet at the front of the room beneath the whiteboard. They are facing the teacher who is sitting on a chair, the librarian is also present standing to one side and there are two teaching assistants in the room who are later allocated to work with particular children. The English teacher reminds everyone that they need to practise reading and consider the questions which they might ask the younger children when they visit the Year 1 classes. The librarian reminds them they are part of the Greenaway shadowing scheme and, using the whiteboard, she links to the shadowing site and shows them their picture, which she has uploaded. This prompts considerable interest and enthusiasm and appears to foster the young learners' involvement in the task ahead.

The English teacher then explains that their questions need to relate to the story and the illustrations and offers a list of prompts displayed on a flip chart. The final two are more open-ended than the rest:

> *What's this…*

> *Where's the…*

> *Where did…*

> *Who is…*

What could happen if…

What will happen next…

Surprisingly, perhaps, only the first of these prompts focuses on the visuals, although the teacher reminds the children that they are looking at 'how the pictures tell the story'. The list of prompts available on the shadowing site is not used, and in conversation afterwards it is established the teacher is unaware of this resource.

The teacher holds up copies of the books and the children come forward eagerly in pairs and small groups to collect their chosen text. *The Gift* is not chosen, so the teacher skillfully promotes this to the last group of children. The class then disperses around the room sitting at desks to discuss the books and identify questions to ask the Year 1 children. They work for 25 minutes on this and appear engaged and interested in re-reading and discussing their book (all the shortlisted books, with the exception of *A Monster Calls* and *The Gift*, had at this point been read to the class by the librarian or the English teacher). As pairs generate questions, they interrogate the text, but in most cases do not seek to respond to their own or each other's questions, perhaps assuming the answers are a given as they know the texts so well.

The librarian moves around the room, sitting alongside different groups and listening to their conversations before joining in. When two groups complete the task early she brings them more books by Emily Gravett and Petr Horeck which they are delighted to see and read together with evident pleasure. The teacher too joins different groups, asking questions and reminding them to commit their questions to paper. Whilst the young people keenly read and talk about possible questions they are less keen to record these in written form – all assign one member of their pair/group to do this. One group of learners, two boys and a girl, re-read *Solomon Crocodile*. They take particular delight in joining in at various parts of the tale and the boy who turns the pages knowingly turns certain ones very slowly, prompting the group's energetic 'performance ' of the next page of the text. During a second impassioned reading, they begin to identify possible questions. Whilst not all of these are written down, their oral list is extensive and encompasses the following:

What's the book about?

What type of character is he going to be – cheeky? Happy? Mischievous?

What will happen at the beginning / at the end?

What will the problem be in the story?

What will Solomon do next?

What is his cheeky plan?

Why does he look suspicious?

What did the author/illustrator do to make Solomon stand out?

How did she do the colour of the leaves?

How many frogs are there?

What are the frogs feeling?

Do you like the illustrations?

Where did he go next?

So far what do you know about the crocodile?

How did she do the animals?

Which animal is grey?

Which animal is boring?

Do you know how to make a frog sound?

Look at the colours of the two crocodiles, why are they different?

Questions relate both to the techniques used by the illustrator and the narrative, which by now they not only know well, but can almost recite by heart. One of the boys comments that he sometimes visits the shadowing site, as he likes watching the videos – he seems very knowledgeable about the illustrator's techniques and her use of bold black outlines and subtle colour differences to convey mood. Another observes that Solomon is 'like an ant to the hippopotamus', showing a perceptive understanding of the protagonist's position at one point in the tale.

The teacher gathers the class back together for a plenary, and suggests this is a good time for them to practise reading aloud and asking questions in front of their own class. Two boys are invited to come and read and share their questions. They read *Peter and Paul* and the rest of the class listen reasonably attentively, with the teacher advising about volume and positioning (such that the younger children will be able to see the book). She also mirrors their questions back to them as a pair, prompting their response. The children discuss the arrangements for their impending visits briefly with the librarian before they disperse. They are clearly excited by this prospect.

10.3.5 Group E (South East of England)

Group E meets in a mixed secondary school located in a large town in the south east of England, well beyond the M25 corridor. It was awarded an 'outstanding' rating in its 2010 Ofsted report. It has a higher than average proportion of students from ethnic minority groups and students whose first language is not English. GCSE exam results in 2011 were below the national average. It is a popular (and oversubscribed) school with old and new buildings that blend together set in very attractive grounds.

The Carnegie Medal shadowing group meets weekly and is run by the school librarian. The group is made up of seven girls and four boys from Year 7 (aged 11-12) and two girls from Year 8 (aged 12-13). The librarian describes the reading ability in the group as 'very able' but acknowledges that there is some variation in speed.

The librarian is very enthusiastic about the shadowing scheme, commenting that it is a good way to keep up to date with quality children's literature and that it gives students an additional focus and an opportunity to read new and different books, genres and authors. The librarian is also positive about the shadowing group as an environment where the students feel safe to speak up, where they might not in class because there is 'a pecking order'. It also provides a social group for students without a large friendship circle. The librarian highlights one student in particular whom she describes as 'a bit of a loner', who has not found it easy to integrate into secondary school. She thinks the shadowing group has given him (and others) the opportunity to socialize with 'like-minded' peers.

The group meets in a large, airy and bright conference room that has a very different atmosphere to that of a classroom. The first two sessions took place in a classroom but the group was relocated as the librarian felt 'it makes it too much like a lesson'. In the conference room the students are able to sit around a single table and she notes it is 'more equal'. A jug of squash and some biscuits are provided to which the students are allowed to help themselves at any point during the meeting.

The group meets during the lunch hour. The first meeting occupied part of the lunch hour, but this was then extended to the whole lunch period, a reflection of the observed enthusiasm of the students.

We were able to observe three group meetings, on 10 May, 17 May and 24 May. These focused on discussion, following a similar format:

> As they come in, group members enter scores for the book they have been reading on a large score sheet. Books are scored out of 80 according to the Carnegie judging criteria. Group members update the librarian on whether they have written a review and posted it on the website, and they change their books. They also chat informally about their reading.

> At the beginning of the meeting itself, the librarian welcomes group members and reminds them, or asks them to remind each other, of the two rules:

> - 'No spoilers', to avoid giving away the end of a story to others

> - 'No talking over each other'. The students are free to talk as they want (without raising their hands first as is usual in class) but should try not to interrupt or talk over each other.

> During discussion the librarian asks the group member to her left (group members did not occupy the same place round the table in different sessions) which book they are reading or have just finished and their thoughts on the book. She proceeds round the table, asking each group member in turn about their reading. The librarian draws on group members' answers to make further comments, ask more questions, promote discussion or bring in another reader.

> While all reading choices are supported by the librarian, recommendations to read particular books come mainly from group members. On 24 May, the librarian did encourage group members (who had not yet read it) to read *A Monster Calls* because the group were to meet Patrick Ness on 13 June at an 'author event'.

This approach seems to be successful as all members are able to identify and discuss an element of the book that is, for them, most interesting/ captivating/moving and so on. The routine supports an ethos in which group members are viewed as reading for pleasure, with no pressure to finish a book. The librarian acknowledges that not everyone can read a book in seven days and so it would be impossible (and excluding) to choose a single book to discuss in any one session.

Observations and audio notes: Thursday 24 May, 12.40pm

This is the fifth meeting of the shadowing group, held as usual in the conference room. The librarian is in the room as group members arrive, and it is set up with a single large table and a jug of squash and biscuits.

From 12.40 to 12.50 group members come into the room, some having been to buy lunch. During these 10 minutes, the children settle themselves, handing books back to the librarian, updating the score sheet, talking about reviews posted and the titles. The students help themselves to squash and biscuits.

As books are handed back one girl says that she is no longer enjoying *Trash,* and is encouraged by her peers (and not the librarian) to continue with the book – a common practice in this and other groups:

At 12.50 the session kicks off with a welcome and a reminder of the two rules, and the discussion then gets going immediately. The first girl to speak comments that she does not like *My name is Mina* and finds it 'weird', she thinks it doesn't have 'much of a plot'. Another girl counters:

> *I think it is more about just letting the writing just flow on, I think what the writer has tried to do, I think he might have tried to like convey a message of just not being too worried about your life, he really does kind of say, Mina is, you do see Mina is not*

> *realistic and I think he did want it to not be realistic, he did want it to be more like a cartoon character whose life is just how she wanted it, you know?*

Someone else comments that it is hard to read when it is so hot. There is some discussion about the hot weather and group members having had too much homework recently. Someone asks if the librarian could ask the teachers not to give out homework while the shadowing group is on. The librarian responds light-heartedly saying that she will have a word with their teachers. The librarian acknowledges that it has been a stressful time for everyone with recent exams and now the hot weather. Such social comments mixed with discussion of the books are typical of this group's style, and of the librarian's relaxed and 'no pressure' attitude towards reading.

The Midnight Zoo is the next book to be discussed. A boy asks if the girl reading it has been introduced to 'Alice'. Some of the group think that this is a 'spoiler' but the librarian says 'that's not a spoiler but a tempter'.

In a discussion of *Between Shades of Grey*, one of the boys asks for a plot outline and everyone starts talking at once very enthusiastically. The librarian chooses one girl to outline the plot, and this provides an opportunity for group members to exchange new knowledge gained from the reading:

A   Have you ever heard of Stalin?

B   Stalin?

A   Well Stalin basically sent people to work camps and it is basically about that and it is where they get sent to work camps, basically it's their daily life there.

C   It's about the Soviet War.

B   Is it a kind of concentration camp?

C   No, no, it's completely different; it's where they have to work.

A   It sort of made me think of, because I have read 'The boy in the Striped Pyjamas' and it sort of reminded me a bit of that.

L   Yes so that would be a concentration camp, but these are for people that do something wrong to be put in there?

A   Oh yeah, they were supposedly in trouble for helping someone.

L   So it was a punishment.

A   No, it wasn't really, they shouldn't have been in there.

C   They didn't know why they were in there.

A   It was their dad's fault.

C   The most exciting thing is a spoiler!

Discussion returns to *My name is Mina*, also read by another girl. She comments that it is 'like looking at someone's thoughts splashed onto a page'. The librarian picks up on the expression and repeats this to the group. Another girl adds, at this point, that she has been reading it for a week and not enjoying it. She says it is 'experimental and it doesn't really work' and the librarian responds: 'move on if you're not enjoying it', then asks the others to suggest something for her. One girl, addressing the group, asks if anyone has enjoyed the book. The librarian suggests it is possibly a 'marmite' book (you either love it or you hate it).

There appears in this 5th meeting to have been a shift in the quality of discussion, with much more evidence of group members talking to each other as they discuss the books. There is more questioning and challenging across the table about readers' views and

opinions. Group members also provide encouragement when one is considering giving up, and there are challenges when a group member notes that they already have given up on a book that someone else is really enjoying. Although the librarian continues to facilitate the discussion and manage the time, the discussion seems to be led rather more by group members.

The end of the session is slightly rushed because of time constraints. The librarian does however ensure that all group members have time to talk about their book before the session is closed by the school lunch-bell sounding.

Throughout this and other sessions, there does not appear to be any element of competitiveness as to who has read the most books. It is obvious that some have read several titles, but this is not highlighted as a strength. No negative comments between group members are observed. There are some who speak less than others, but on the whole they all appear to have opportunities to speak. Each member appears engaged in the discussions and everyone listens with respect and politeness.

10.3.6 Group F (South West of England)

Group F meets in a mixed comprehensive with academy status, having previously been a community school. The school is located in a rural area in the south west of England, and the percentage of students eligible for free school meals is well below the national average. The most commonly identified needs, according to Ofsted, relate to emotional and behavioural difficulties, moderate learning difficulties and physical disabilities. Few children live near the school: most are bussed in from outlying villages and farms. The school has average exam results and received a 'satisfactory' inspection report in 2009. The group leader comments that it is known to be a caring safe school. Most students are from a white British background.

The group shadows the Carnegie Medal. It is led by the school librarian and meets in the library at lunch time. For the first time in eight years of shadowing, the librarian has chosen to shadow both the long list and the short list, though he wonders if this has diluted the group's initial engagement with the shortlist as some members had read the texts a long time before.

The librarian offers the group to students in Years 7-10 (aged 11-15) and seeks out new members by inviting those who come to the library, particularly those he perceives would benefit from extended conversation. In addition some members are recruited by their peers. The group has 25 members, mainly girls, one boy. There are 15 members in Year 10, including nine girls who have been regular shadowers since Year 7 and the boy who is new this year. There are eight Year 9 girls and two Year 7 girls, also new this year. In addition, three members of the English team come fairly frequently and two volunteer reading helpers regularly attend (the parent of a current member and the parent of a former member).

Group members are mostly eager and able readers, though the librarian notes that at least three are less assured with lower reading abilities. He is pleased that so many of the Year 10s have been attending across the years and it is clear he feels their commitment and reading ability enriches the group – they have even asked if they might attend next year.

The group also meets after school to take part in additional activities, such as Skyping a Carnegie author, talking to a visiting Carnegie author, and related arts activities (recently making collaborative collages of their favourite books which are prominently displayed in the library). These activities are co-organised by the librarian and a member of the English team. The librarian comments that after school activities do not draw as large numbers as the lunchtime meetings, in part because of members' additional commitments and the lack of buses later in the day to take them home. He used to organise extra shadowing events with other schools, but found that the senior leadership team became less inclined to allow

off time-table events, which he finds frustrating. The librarian orders multiple copies of the books and keenly reads all the shortlist.

The sessions that were observed included the following:

> 9 May – in this session, group members sit around informally at multiple tables talking with one another and staff about their recent reads and sharing their views. The Carnegie judging criteria are laid out on the tables and some refer to these, but not many.

> 23 May – in this session, members read aloud extracts from their current or previous reads, commenting on these and listening to each other's reading. This is a particularly focused whole group session.

> 30 May – this session has the same format as that on 9 May, with a focus on informal group discussion.

Below are more detailed notes on the second session, based on observations and an audio-recording.

Observation and audio notes: Wednesday 23 May, 1.10pm

This is the group's sixth Carnegie lunchtime meeting since the short list was announced in April. Soon after the lunch bell rings at 1.10 pm, nine young people full of boisterous energy enter the library. They immediately start chatting about the books they have just read, and perch informally on the edge of tables as they get out their food. The librarian, sitting on the edge of the Issues desk, welcomes each by name as they arrive. One adult volunteer reading helper is sitting at a table reading, the two youngest members arrive and sit next to her and all three reflect together on what they have just read. She has almost finished *My Sister Lives on the Mantelpiece* and recommends it enthusiastically, though she warns them 'it's a tough read and a sad one'. Gradually the room fills up, and by 1.20 group members are settled at tables. A member of staff (from the English team) is sitting alongside several mixed Year 9s and 10s and eating her packed lunch.

The librarian, standing to one side of the four tables where the young people and staff have gathered, mentions today's cake is made by one of the volunteer helpers, Sue. A Year 10 girl (aged 14-15) says she has also made chocolate muffins. This is greeted with enthusiastic murmurs of approval and someone asks what kind of cake Sue has made. Once this is established (lemon drizzle), the librarian explains that he thought reading aloud extracts from books would be interesting, in order to hear passages. He hopes:

> *A few of you will be willing to read out loud, it won't be for really long, so you know, just read and then talk about what you thought was nice and why you picked that bit of the passage really. So, does anyone want to go first? Or do you want me to go first?*

Immediately a girl responds 'You can go first!', so with a wry smile he does. He says he will read from *Everybody Jam* by Ali Lewis, a book he tells them he is reading for the second time as it was so good the first time and on second reading he notes it is making more sense and he is noticing new things. He paraphrases the narrative explaining that:

> *The protagonist is a boy, a thirteen year old boy called Danny Dawson and his brother has just died, and the whole family is just coming to terms with the fact that his brother has died and umm, but no one talks about it, no one talks about his death, no one talks about Jonny and so the whole of the family is almost in meltdown because no one is willing to talk about it. Then … this English girl comes in as a home help sort of thing and she hasn't got a clue what has happened … so she has to deal with this and it – and because she is an outsider she sort of helps Danny to deal with his grieving, or whatever, and it sort of brings – opens everything up because she has to*

find out why Jonny died because otherwise she keeps putting her foot in it and doing things she shouldn't do.

After offering more detail, he turns to the way the text is written and explains with passion that this has an impact upon him:

… it is really sparsely written, it is really simply written and what that does to me is it sort of talks a bit, umm it really emphasizes the landscape of the outback of Australia, it is in the middle of nowhere and one of the things is – the book really brings home – is the harshness of living in that sort of environment and it is almost a throwback to a bygone era where there is sexism and there is racism and whatever and Danny, although he is only thirteen … is going through these rights of passages where he has to grow up quickly, and he has to prove himself to his dad, and now his brother is dead he really feels he has to prove himself to his brother.

The librarian explains that he has chosen an extract to read that really emphasises his point that Ali Lewis' writing is simple but powerful and 'brilliant':

'On a station the size of Timber Creek, the Muster took about a month. I told her [he explains in an aside – that's Liz, the English girl] how it was going to be my last one before I went to boarding school, and because I was thirteen, I'd get to camp out with the fellas, like Jonny did.'
(Part of the extract read from Everybody Jam by Ali Lewis)

Whilst he is reading, two more teachers from the English department arrive and settle on the issue desk nearest the door. Only one group member looks up. The teachers do not walk over to the groups, who are silent, focused on the reading. The teachers do not talk either but, following the young people's lead, also listen attentively.

As he closes, the librarian comments that he hopes others will want to contribute too 'rather than me rant on all night' and checks with Jade, does she want to? Jade explains she is not ready, she is still trying to find the 'best bit'. He accepts this and Hattie volunteers to read, though she does not raise her hand as is usual in a classroom. She checks if she should stand up. The librarian, initially keen, then throws the decision back to her.

You don't have to but it would be nice, but you don't have to, no that would be lovely, you do whatever you want.

Hattie remains seated and, clearly emotionally moved, explains that she has just completed *Between Shades of Grey* and 'absolutely loved it'. She notes:

I can't really say much at the end, but I hope that doesn't give too much away to some people over here but it, it really puts the World War II and like the hard life into another perspective that I had never seen before, I never actually realised that this had actually gone on. So it is about a girl, err her brother and her mum had been taken away in the middle of the night and shoved on a cattle car, and this is a bit just as they have been put on the cattle car.

Her choice of extract is poignant and apposite. The heroine is a young artist who later tries to use her skills to contact her father, also deported to a concentration camp.

'I COUNTED THE PEOPLE – forty-six packed in a cage on wheels, maybe a rolling coffin. I used my fingers to sketch the image in a layer of dirt on the floor near the front of the train car, wiping the drawings away and starting over, again and again.

People chatted about our possible destination. Some said NKVD headquarters, others thought Moscow. I scanned the group. Faces spoke to their future. I saw courage, anger, fear, and confusion. Others were hopeless. They had already given up. Which was I?

> *Jonas swatted flies away from his face and hair. Mother spoke quietly to the woman with the son my age.*
>
> *"Where are you from?" the boy asked Jonas. He had wavy brown hair and blue eyes. He looked like one of popular boys from school …'*
> *(Part of the extract read from Between Shades of Grey by Ruth Sepetys)*

As she reads, a stillness descends upon the room. Later we establish that about half of the group has read the book, yet they still listen very attentively. When one girl quietly unwraps a Kit Kat and snaps it in half, passing half to her friend, this is hardly noticed – only two heads turn. No eye contact or conversation between the girls accompanies this sharing; both remain focused on the reading.

Four more young people volunteer to read. Another emotional extract is offered from *Between Shades of Grey* and significant sections from *The Midnight Zoo*, and *A Monster Calls*. Jade finds the extract she was seeking from *Everybody Jam* and explains her choice:

> *This is the part where he finally gets to talk about his brother dying and his auntie, because he has been wanting to for so long and it is just kind of a relief moment where everything just flows again …*

All emotive, most extracts chosen reflect a significant moment in the narrative – not too far on in case they give away too much of the plot, and of sufficient length to tempt, and to give some insight into the style, setting and characters. Several end on a climax or are precursors to critical events to come. Throughout, everyone listens intently. One member of staff lies prone on the issue desk for two full extracts, only sitting up during a transition from one reader to another perhaps in order to avoid disturbing the atmosphere. The transitions between readers are fairly seamless, with little intervention on the part of the librarian.

Outside it is a sunny day, possibly the first good day of summer. Playground laughter can be heard through the open windows. A fan whirs to reduce the heat in the room. It is hot. Yet the 22 young people stay from 1.10pm to 1.55pm, mostly motionless they listen and concentrate as extracts are read and reasons for the selection are offered.

10.4   Conclusion

The case studies illustrate that CKG shadowing works well across these six very different reading contexts. The groups demonstrate a range of shadowing practices, based on the disposition and interests of group leaders but also their responsiveness to particular groups/members: there is often a focus on informal discussion, and writing reviews; in one case members 'just chat', because they have an established membership of older students, and this is what they enjoy doing; on the other hand, in a lively younger group Carnegie and Kate Greenaway shadowing sessions are taken up with more closely managed activities; in a primary school, Kate Greenaway shadowing is integrated into the school curriculum; a secondary group shadowing Carnegie demonstrates the power of shared reading aloud.

The enthusiasm of young readers is evident across the six case studies in their focused engagement on activities, and active contributions to discussion. In Chapter 8 we noted that group leaders often comment on children's increasing confidence as they participate in shadowing, and Group E provides some evidence of this, where we were able to observe group members' increasing contribution to, and ownership of, discussion across successive meetings.

The case studies illustrate a number of key instances that demonstrate the value of shadowing for particular groups and individual readers: in a group of confident readers, young people developing sophisticated strategies for writing and performing reviews; a boy who was 'a bit of a loner' and had not found it easy to integrate into secondary school

discovering an opportunity, in shadowing, to interact with 'like-minded' people; a boy whose reading ability is low compared to others but who is 'very artistic' and enjoys voicing opinions about illustrations in Kate Greenaway books; a group of primary school children who are not strong readers finding the confidence to work with and support younger pupils, and position themselves as 'teachers'; in mixed-age and/or mixed-ability settings, older or more assured readers modeling reading practices and encouraging younger/less assured readers.

An important message relates to the role of group leaders, with case studies complementing some of the themes identified in Chapter 9. Group leaders set the tone of the meeting – usually highly informal and egalitarian in the case of extracurricular groups. This may be explicitly commented upon, as in Group E where a meeting room was changed to provide a setting that was 'more equal'. But in all the extracurricular groups attention is paid to seating arrangements (usually round-table, or at several smaller tables); to the provision of food and drink, following a practice that is usual in adult reading groups; and to relationships between group leaders and members who, in the terms of Chapter 9, are co-readers. The range of activities evident in the case studies is tailored to particular readers and reading contexts – sustained reading aloud might not work in certain groups but it retains readers' focused attention in Group F. Activities are also tailored to the context of shadowing itself, in which readers are likely to be reading different books, and to have reached different stages in their reading, so that activities need to be carefully planned over the shadowing period. Crucially, group leaders act to enable and support collaborative 'readerly' discussion, encouraging and validating group members' contributions.

Chapter 9 discussed the strong perceptions that extracurricular groups are distinct from 'English', and this is also evident in the shadowing practices in case study groups (e.g. in the informality mentioned above). Collaboration with other staff is, however, a particular strength. In Group D, where shadowing is part of the curriculum, work between the librarian and class teacher is viewed as mutual staff development, and the activity receives strong support from the head and deputy. In other groups, English teachers and other staff may be involved in shadowing, and the shift from a conventional 'teacher' role is evident their relaxed behaviour and equal contribution to activities. The value of getting senior staff 'onside' in shadowing is also evident in Group F, where the librarian comments on recent difficulties in attending off-campus events.

Despite these common themes, diversity remains the core message of the case studies, in their demonstration of the ways Carnegie and Kate Greenaway shadowing may be realized effectively across different communities of readers.

11. Conclusion

In the light of the increasingly high profile afforded reading for pleasure in the UK, our study of the CILIP Carnegie and Kate Greenaway Shadowing Scheme was undertaken across 2011-12. Initially in the Phase I 'scoping' study, we examined the available evidence of the impact of shadowing on those participating: both group members and group leaders. We also explored the potential effectiveness of shadowing as an advocacy tool for school and public librarians. This was undertaken through analysis of the data from previous CILIP reports; from databases of groups, with a focus on those that were 'web-active' in 2011; from interviews, questionnaires and a small number of observations of group activities; as well as from web activity in the form of young people's voices.

Phase 2 responded to the emerging insights from Phase 1 and built upon CILIP's long-term plans and desire to maximise participation in the scheme, and engage 'hard-to-reach' groups. This work encompassed more in-depth exploration of shadowing practices within six case study shadowing groups working in diverse contexts, and involved further investigation of significant aspects of shadowing identified in Phase 1. These included the potential benefits of group discussion, the influence of shadowing on young people's writing, the role of group leaders, and the distinctiveness of shadowing from reading practices evident in English/literacy lessons. In addition, CUKT sought to gain further ideas and evidence that might lead to web developments and to the design of a Toolkit for group leaders (this work to be led by CILIP based on findings from the research). The research also contributes to the development of a Dissemination and Impact strategy for the scheme, to be led by CILIP. It was planned alongside, and paralleled the production, by CILIP, of a promotional video documenting effective shadowing practice and views of shadowing across diverse groups.

The research represented in this report draws both on Phases 1 and 2. It suggests that the shadowing scheme, in foregrounding young people's reading for pleasure, has the potential to contribute to reading and reader development in the UK.

Group leaders, who are mostly but not all school librarians, and group members, who are mostly but not all keen readers, place high value on the scheme and its dedicated website. Other adults who participate in shadowing groups (e.g. English teachers and volunteer reading helpers) also hold the scheme in high regard. This collective commitment is underpinned by the pleasure of engagement in the scheme and by a commonly held perspective that there are benefits for the young people (and adults) involved. These have been examined in earlier chapters and are summarised in this conclusion, which seeks to draw out the distinctive contribution of the shadowing scheme, whilst recognising that the schools involved in shadowing are frequently involved in other reading initiatives across the year too.

Predominantly, group members are aged 11-14; many more groups shadow the CILIP Carnegie Medal than the CILIP Kate Greenaway Medal which is consistent with the greater number of school groups in secondary schools. There is not a direct correspondence however, as some groups with older members shadow Kate Greenaway. Groups are mostly, but not all voluntary in nature, they tend to meet weekly during the shadowing period, often at lunchtime, though some meet in morning tutor group sessions or after school. The national average size for groups is given as 20, but group size in our own sample varies from under 20 (extracurricular groups) to over 200 for a whole-school literacy initiative. Given the size of secondary and primary schools it is evident therefore that CKG shadowing is a minority activity, undertaken with a small proportion of the school population, except in those cases when it is integrated into the curriculum more fully.

Discussing the books that have been read and enjoyed is the principal activity undertaken during the meetings, though many additional activities are also included. One of the case

study groups holds core shadowing sessions and supplements these with additional after school events which often have a more activity orientation. Other activities undertaken are varied, including for example games and quizzes, writing reviews, watching author videos on the website, art work and drama. Many of these also serve as stimuli for discussion.

In the main, groups are made up of more assured readers, though many additionally involve less experienced readers and several are mixed-ability and/or mixed-age. Despite the fact that most group members are keen readers, their mostly voluntary participation in the scheme needs to be acknowledged. Arguably, teenagers aged 11-14 are themselves a 'hard-to-reach' group in secondary schools: they are fully timetabled and at an age where peer group pressure is often influential. Reading is not always seen as a popular activity at this age, indeed in a recent UK survey of 1600 7-14 year-old pupils' attitudes to reading, a third believed that readers were 'geeks' or 'nerds', while a quarter perceived them to be 'boring people' (Clark, Osborne and Ackerman, 2008). It is in this wider context that young people choose to become CKG shadowing group members. In order to do so, they have to give up their lunchtimes, 'stand up' and 'stand out' as readers in their peer group, and make the time to read the books whilst also coping with exams at this point in the school year. Their commitment to reading and to CKG shadowing needs to be seen in this light.

Multiple benefits for young people were identified through examination of the observations, interviews and written materials from Phases 1 and 2 of this study, including:

- Increased pleasure and enjoyment in reading,

- An enhanced desire to read,

- Wider reading repertoires,

- Reader to reader relationships with group members and adults,

- Increased confidence in voicing their views about texts,

- Skills of discussion and debate,

- Skills of interpretation and analysis,

- A wider cultural and historical awareness,

- A commitment to and interest in writing reviews, the quality of which are likely to be influenced by the CKG shadowing scheme.

The potential for learning in and through dialogue, and certain positive effects of mixed-aged and in some cases mixed-ability groupings were also identified A strong sense of community was seen to be a core feature of the CKG groups, supported by the high quality texts, the resources available on the website and the particular skills of group leaders.

In an examination of the ways that librarians can increase access for 'hard-to-reach' readers, Blake, Hale and Sherriff (2011) identify a number of core elements to which they suggest public librarians need to attend. These correlate closely with the ways in which school librarians and other group leaders organise CKG shadowing groups. Blake et al.'s recommendations include:

1) *Recognise that young people have busy lives* – this is seen in CKG shadowing in the ways group leaders are flexible about the pace at which students read, the recognition of exams and the desire to avoid putting additional pressure upon them.

2) *Make libraries spaces where folk want to come* – this is seen in the physical environment, the relaxed atmosphere, the non-hierarchical seating arrangements, and the inclusion of food and drink in CKG groups.

3) *Build relationships to help them engage in discussions about reading* – this is a strong element of the CKG work, voiced by young people and group leaders and evidenced through observation.

4) *Offer volunteering opportunities and accreditation* – whilst different in manner, our recommendation in Chapter 12 to develop student group web representatives (whose role could be part of the Duke of Edinburgh scheme or feed into ICT qualifications) connects to this.

5) *Allow work to be student led* – this is seen in the CKG groups in the student led discussions and the agency group members exercise regarding which books to read in which order and whether to write book reviews for example.

6) *Activities should be practical, relevant, informal and creative* – this is seen in the wealth of additional activities undertaken, such as book quizzes, skyping authors, watching video clips from the website, talking with visiting judges and so forth.

7) *Be attentive to student need* – this is evident in the CKG group leaders' responsive work, fine tuning their activities according to group members' interests and abilities, and in the reading recommendations made to group members.

8) *Be passionate and enjoy your work* – this is seen in the enthusiastic way in which the CKG group leaders welcome students, share their love of literature and facilitate the shadowing groups.

The distinctive role of the group leaders, underpinned by their commitment to the scheme and to developing students' reading for pleasure, is in part evidenced through these strategies for reaching 'hard-to-reach' teenagers in secondary schools.

Group leaders suggest the shadowing scheme has certain positive features that distinguish it from other reading/literary activities:

- The Carnegie and Kate Greenaway Awards are arguably the most prestigious and long-standing children's book awards

- The award voting system is highly regarded and trusted

- The shortlisted books are widely seen as books of excellence

- The website and online resources are seen to be high quality, though the criteria are not widely used

- The shadowing scheme offers a focus for summer term work around reading for pleasure

- The shadowing scheme is bound within a short manageable time frame

- The shadowing scheme is flexible and able to be responsive to students' needs

- The shadowing scheme is enjoyable and satisfying to diverse participants

Group leaders acknowledge however there are challenges involved, including a lack of institutional awareness of the significance of reading for pleasure, the tight time-frame for reading the shortlist and the costs involved in purchasing sufficient copies of the books for their groups. Many group leaders also feel that the award, like many other contemporary book awards, should take more cognizance of student's views. Most were unaware of the student vote facility on the website.

In some schools there appears to be a lack of recognition both of reading for pleasure and of the contribution of the CKG shadowing scheme to the wider school reading culture. This latter issue may be a product of the fact that some librarians who run the scheme do not make public the work of the group, the meetings or the award itself. It may also be due to

group leaders under-rating the significance of their own role, the positioning of librarians within the school hierarchy, the pressure of the 'standards' agenda in schools and the lack of clarity about who is responsible for leading the development of students' reading for pleasure, particularly in secondary schools. It is also possible that whilst the OECD (2002) data on reading has unequivocally shown that the will influences the skill, the profession is less aware of the ways in which reading for pleasure can positively impact upon young people's attainment, achievement, disposition and desire to read.

Certain perceived differences between reading in English and reading in CKG sessions underline the strengths of the shadowing scheme in the eyes of young people and their group leaders. Shadowing is characterised by lack of pressure, a supportive atmosphere, a sense of community and less demarcated group leader-member relationships. The choice of texts, time to talk and the absence of assessment as a driving force appear to make for a different experience in the eyes of the participants to reading in the English curriculum. Our observations suggest that these contrasts are worthy of further investigation. They also suggest that a debate is needed about the roles and responsibilities of teachers and librarians with regard to the development of reading for pleasure in schools.

The models of diverse and successful shadowing groups documented through this study show that the CKG scheme not only has the potential to contribute to the development of the readers who participate, but that in many cases it realises this potential. It may also make a contribution to the young people's wider learning, though this is not possible to document reliably. As the recent report of the All-Party Parliamentary Literacy Group Commission notes:

> The active encouragement of reading for pleasure should be a core part of every child's curriculum entitlement because extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

> (Clark and Burke, 2012)

The next challenge is to share insights from this study such that the scheme continues to expand and enrich the reading and pleasure in reading of many more young participants across the UK.

12. Recommendations

In line with the remit of the two phases of the study we set out here a series of recommendations. These include recommendations derived directly from the research; and further suggestions that are not directly research-based but that we hope nevertheless will be helpful. Recommendations are made in four areas, namely administration, maximising participation, web development and the development of a Dissemination and Impact Strategy. In some cases these are already under consideration or development by CILIP – we indicate these below.

12. 1 Recommendations for the scheme's administration

These recommendations derive from the Phase 1 study and are already under consideration/development by CILIP. They relate to providing fuller information on shadowing groups as an aid to internal evaluation/planning, maximising participation (see also below) and the associated targeting of publicity.

Review data collected on registration. The aim here would be to enable the provision of valuable statistics on groups, their composition (e.g. gender, age, ability) and their activities.

Introduce mechanisms to track active groups. This would help monitor take-up of the scheme, and levels of activity in any year.

Enrich annually collected evaluation data. This would provide a larger and more representative survey return. Strategies for increasing participation in the young people's survey could include a competition for group leaders to return sets of responses, or a high profile raffle.

12. 2 Recommendations for maximising participation

In order to maximise participation, we suggest that CILIP seeks strategically to target certain 'low population' geographical areas, or certain under-represented groups (such as boys or less assured readers) and develop a new group of advocates in these areas/for these foci to support this work whilst also seeking to build networks.

We recommend the following core promotional and development activities to target these hard-to-reach groups. These are already under consideration by CILIP.

Set participation targets. These could relate to 'low-population' regions or under-represented groups across a 5 year period in order to increase participation. We suggest engaging in the following three core strategies:

1) *Develop YLG or LA shadowing champions* from those involved locally or regionally in order to increase capacity in targeted areas or in relation to a targeted focus group. Draw these champions together for training, support and encouragement, and involve currently unrecognised, implicit champions in sharing good practice. Recognise and profile within this training the distinctive skills of the librarians documented within the report. Consider resource support for these new champions – e.g. booking an outlet for a local high-profile event in the area for several groups to attend, or arranging for a CKG judge to visit.

2) *Raise the CKG Award profile in the targeted areas or areas of focus* through linking in to educational networks, including UKLA/NATE/Local Education Authority networks and undertaking presentations. Links could also be made to Initial Teacher Education institutions (ITE); see related recommendation in 12.4.

3) *Target 'sleeping' group leaders* in these areas in order to rejuvenate these leaders and encourage them to re-engage. This might be framed as 'Did you used to do Carnegie? Welcome back!' on the website or might involve identification through phone calls with specific enticements and support. Such a strategy could also be directed through e-mail.

Exploit the potential of the CILIP Kate Greenaway Medal in primary schools. This is an area for growth and depends in part upon professional networks, on utilising robust evidence of the impact of shadowing upon readers and on the profession recognising how the scheme can make a contribution to the wider reading agenda and to literacy learning. It will be particularly important to focus on educational/teacher audiences, given the absence of librarians in most primary schools. For instance, if local shadowing champions are identified, part of their remit could be the promotion of shadowing within local primary teaching networks. Local librarians might run sessions for primary teachers on reading for pleasure, and the role of the shadowing scheme within this. There is also scope for linking to the recommendation regarding Initial Teacher Education in 12.4

Profile the key benefits of the scheme in all materials. This would involve clear messaging and marketing (making use of the report's findings), in order to support group leaders in communicating the value of the scheme to senior management, parents and governors. Key findings could be linked to web based resources, and quotes and evidence added in an accessible manner in order to foreground the benefits and widen both potential group leader participation, but also enhance the commitment of senior management. This would also need to be evident in the CKG school magazine template, see below.

Reflect diversity in the design of all materials. This could broaden the appeal of shadowing, highlighting for example the range of ages and abilities involved and the potential to interest both boys and girls. Also highlight the involvement of school librarians, teachers, local authority librarians and other adults and a range of shadowing contexts and practices appropriate for different contexts. Reflecting this diversity throughout the website and in all promotional materials will help to ensure effective representation of shadowing within diverse settings.

12. 3   Recommendations for web developments

The shadowing website is positively viewed and new developments have been a feature of it in recent years, nonetheless the CILIP team are keen to seek further improvements to the website and we were invited to make suggestions on these. We recommend that all new web developments are underpinned by making more evident the core values and benefits of the scheme and in particular suggest the following. (Some of these are already under consideration/development by CILIP.)

Expand the student vote feature. Group members and leaders were rarely aware of the student vote facility; some critiqued the scheme for not involving students as voters. It is recommended the student vote feature is developed and profiled, with results announced the week before or the week after the CKG Award ceremony, perhaps with an audience prize for the most popular book among students. This could help foreground the CKG Award criteria, currently somewhat under-used, prompting more discussion of the literary merits of the books. Local/national press interviews with students could be sought and reviews of the winning text profiled.

Develop shadowing group Web Representatives. Offer a simple 'job description' with the suggestion each group appoints one. They would take responsibility for ensuring the group's reviews are uploaded as well as the group's questions to authors. This might comprise part of 'service' within the Duke of Edinburgh Bronze award and might prove popular with some ICT assured young people. Equally, at upper primary level it is likely to

increase the amount of web activity, which at this stage is not that strong. It may also increase the number of groups engaged in submitting questions as collectives, not just as individuals.

Make more use of the Living Archive for professional support. This is somewhat untapped. New pedagogical resources could be commissioned to develop activities around some of these texts and links to these resources made clear on the website. This has the potential to support teachers from the primary and secondary sectors and so will be helpful in widening the reach of the scheme.

Revisit and enrich the Kate Greenaway visual text support. In 2011 there was no pedagogical support offered in this context, but additional materials have been commissioned to include organisational strategies to prompt peer - peer discussion and interactive practices in order to maximise the learning potential of sessions. The use and value of these new materials should be reviewed in future surveys.

Develop the Greenaway Gallery. Currently this offers group leaders the facility to upload child-produced visuals related to shortlisted texts. Not all pictures of children's artwork are labelled and the web upload facility would benefit from development. A brief résumé of the work undertaken (e.g. age of children, activities undertaken, learning objectives set) would enable librarians and other practitioners to learn from one another. We recommend that the front cover of the original book is also offered, alongside the children's visuals. This would be of particular value in primary schools, a key area for expansion.

Expand author videos to facilitate live interactive web events. A live webinar or interactive event would increase the access of more young readers and groups, enabling them to meet an author in a virtual space. This could be hosted in one school at lunchtime or in a university with ITE students to extend the profile of the work there also.

Enrich the Carnegie reader development materials. Currently these are a set of thoughtful questions connected to each book which focus on issues for discussion. Some pedagogical guidance, both in organisational terms and in relation to learning activities would enrich these, and be of particular value to teachers as group leaders (see also below).

Create units of Literacy/English work on the previous year's shortlist. Teachers frequently work in extended units (particularly at primary level) and at early secondary level study novels over several weeks. Resources which focus on practical classroom strategies would demonstrate the potential use of the shortlisted texts for literacy work. If well-advertised/used this could increase participation as teachers would come to trust the texts and the accompanying resources and would be alerted to the new shortlist.

Replace the individual 'Have Your Say' web opportunity with a group section. An alternative more valuable structure for promoting discussion could be developed and monitored. Perhaps a 'We've been Discussing' section could be added to the website. This would aim to increase student discussion and enable groups, via the shadowing group Web Representative, to upload themes and discussion issues. Additionally, a 'Big Talking Points' section could be added to the home page on which some of the 'We've been Discussing' materials could be placed weekly, prompting group leaders to visit the website to see what issues other groups are discussing.

Develop a school magazine template. This would support group leaders in sharing the work of the CKG shadowing group more widely with senior management, with potential new members of the group, with parents and all members of the English department or primary school staff.

12.4 Recommendations for the development of a Dissemination and Impact Strategy

In order to assert the standing of the CKG Awards, to raise the profile of the shadowing scheme and expand participation across the UK, we recommend that the following strategic possibilities are considered.

Review the marketing and promotion of the scheme in relation to its core purpose. At present it is advertised as a shadowing scheme and the link with wider reading and reading for pleasure is arguably implicit, and taken as read. In the current climate, and to help school staff and English departments position the scheme and persuade senior management to commit to it, the contribution the scheme makes to reading for pleasure and to fostering desire in reading could be made more explicit. This would help group leaders as they seek to make a case for funding or for additional support with the senior management.

Raise the profile of shadowing through increasing presentations at conferences. Work in this area has begun with a number of presentations at professional and academic conferences. So far these have mainly been at national level, to audiences of teachers, other educationists and educational researchers. Presentations have focused on the shadowing scheme itself, and on the research and its outcomes. Sessions on shadowing at events run by the United Kingdom Literacy Association (UKLA), the National Association for the Teaching of English (NATE), Sheffield University, and the YLG, have been/are about to be undertaken. Interest from potential new recruits to the scheme suggests (as the report notes – Chapter 5) that new participants become engaged through personal contact with others who share their enthusiasm for and commitment to reading. Conference sharing opportunities of a developed nature (not simply leaflets) need to be sustained and expanded.

Raise the profile of shadowing through increasing publications about the scheme. One article in the professional journal *English Drama Media* has been undertaken. But further publicity and dissemination of the report needs to be planned to encompass additional publications for different audiences.

Raise the profile of shadowing through use of the CILIP video. This is designed to be used for promotional purposes, focusing on the benefits of shadowing and representing geographical and social/cultural spread in terms of featured groups. Maximum use needs to be made of this resource in conferences and on the web, enabling group leaders to download it for use in school staff meetings and to present to senior management.

Run a high level conference with other national organizations committed to reading for pleasure. This might involve for example Scottish Book Trust, Book Trust, the Reading Agency, the Reader Organization, UKLA, EA, National literacy Trust and NATE. It could share insights from the research, but significantly would need to consider the issue of who is responsible for reading for pleasure within the school and the unique contribution and potential of librarians in this regard. Held in Scotland, it could involve policy makers as well as school leaders, librarians and teachers and would seek to increase recognition of the role of CKG shadowing.

Initiate further collaboration with other organizations. Future collaborative ventures could enable a more joined up, national approach to reading for pleasure. For example, a reading for pleasure timetable of national initiatives would support schools, who in England in 2013 could be involved in World Book day and the new *Read for my School* national competition (Spring); the CKG shadowing scheme (summer); Children's Book week and National Poetry day (Autumn). Placing the CKG scheme within such an official and well circulated timetable would enhance its profile and could extend participation considerably.

Develop a strategic alliance with Booktrust (Scotland and England) and/or with The Reader Organisation (RO). A Booktrust alliance would publicize the CKG Awards and their benefits, and demonstrate the connections to the 'new' Scottish Curriculum for Excellence, to 'Book Buzz', the new secondary scheme run by Booktrust in England and Wales, and to the new National Curriculum for England and for Wales. Through a second strategic alliance with the RO, CILIP could seek to establish the shadowing scheme in the context of one or more of the RO's groups. These encompass a wide range of members (e.g. schools, the NHS, social housing groups etc.), some of which are inter-generational, some including less experienced readers. The quality of the CKG texts, their readability and the website suggest that it may be a fruitful venture for such groups and would widen participation in a different sector.

Develop links with Initial Teacher Education (ITE) institutions. This is a key recommendation at local level, designed to raise awareness of shadowing amongst student teachers who are likely to be receptive to new ideas. Such activity would raise the profile of shadowing, widen students' knowledge of children's literature, and critically introduce them to the scheme such that they are prepared/able to run their own shadowing groups in the future. It would also encourage them to act as ambassadors for shadowing in their teaching practice schools. Application to the Arts Councils of Scotland or England might provide seed corn funding for such work. It would involve building relationships with ITE institutions (preferably in areas which are currently under–represented) and local librarians undertaking presentations to PGCE and BA Ed Students as well as trialling the shadowing scheme with ITE students as part of their course. A section of the website could be assigned to these students, to record and share their views. This would respond to required ITE competencies, enhance the likelihood that the students would participate in their NQT (Newly Qualified Teacher) year and become regular participants with future classes. As students frequently teach in schools near their training institution, over time this could enhance membership in these 'hard-to – reach' areas.

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119

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